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ABSTRACT

The central purpose of this report is to help teachers, teacher educators, supervisors, and local directors to be more aware of the problems and needs of disadvantaged urban youth. Focus is directed toward existing teacher education programs to determine needed changes which will help teachers to better serve the education needs of disadvantaged urban youth. The activities of the institute are categorized into three major phases: pre-institute, institute, and post-institute activities. Pre-institute activities consisted of the director and co-director meeting with other individuals working in urban projects for their suggestions for the institute. Fifty individuals representing 18 western states participated in the 2-week institute. The variety of activities included keynote speeches, "rap sessions" with 15 urban disadvantaged youths, observation and awareness experience with disadvantaged youth, panel discussion, small group work sessions, reactor panel discussion, guest speakers, and question periods following guest speakers. The post-institute activity employed a follow-up instrument to assess the vocational education program changes related to teacher education. Results indicated the majority of participants responded favorably to most of the institute activities. Participants have indicated specific actions which they have promoted since the institute in an attempt to utilize the ideas and information gained at the institute. Appendixes include materials related to the institute. (MJM)

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FINAL REPORT

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUM TO REACH DISADVANTAGED YOUTH IN WESTERN METROPOLITAN AREAS

Part of
Short Term Institutes for Inservice Training
Of Professional Personnel Responsible for
Vocational-Technical Education in
Western Metropolitan Areas

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SUMMARY

GRANT NO.:	OEG-0-9-150524-4520 (725)
TITLE:	Updating the Process and Content of Teacher Education Curriculum to Reach Disadvantaged Youth in Metropolitan Areas
INSTITUTE DIRECTOR:	Dr. Mary Helen Haas Department of Vocational Education Colorado State University Fort Collins, Colorado
INSTITUTE CO-DIRECTOR:	Mrs. Marcile Wood
INSTITUTION:	Colorado State University
INSTITUTE DATES:	July 6, 1970 to July 17, 1970

Problem, Purpose, and Objectives

The schools of America can no longer be viewed as a sanctuary for teachers who prefer to stay in the stagnant backwaters of society rather than take their place in the turbulent stream of a dynamic, restive society. Particularly in the urban areas, the schools have a societal responsibility to harness the human power to meet the social and economic needs.

Surely the urban problems cannot be solved by the schools alone, but they cannot be attacked at all until the schools are functioning effectively. The low achievement of disadvantaged students on national achievement tests, the high dropout rate in ghetto schools and the growing signs of unrest are all indicators of lack of success in present educational programs. In order for the schools to function effectively, the teachers must demonstrate their interest and ability to grapple with the here and now educational problems or the community will be forced to seek a viable option in other social institutions.

The central purpose of this institute is to help teachers, teacher educators, supervisors and local directors to be more aware of the problems and needs of disadvantaged urban youth. Following the development of greater awareness of urban youth concerns, the participants will look at teacher education programs to determine needed changes which will help teachers to better serve the educational needs of disadvantaged urban youth.

To accomplish these purposes the following specific objectives were identified:

1. Analyze the competencies needed by teachers to help disadvantaged youth in urban areas to achieve optional individual development and economics independence.

2. Develop an understanding of the urban social system and factors which contribute to the adequate socialization of youth in an urban setting.

3. Develop some concern for the urban community.

4. Critically review methods and materials used by teachers who have worked successfully with disadvantaged students in urban areas.

5. Determine essential characteristics or requirements for a variety of model teacher education programs for urban schools.

6. Recommend proposed changes in teacher education and certification standards or requirements to better meet the needs of disadvantaged urban youth.

Procedures and Activities

The activities of the institute are categorized into three major phases: pre-institute, institute, and post-institute activities.

The pre-institute activities consisted of the director and co-director meeting with other individuals working in urban projects (such as: Foundation for Urban Development and Training of Teacher Trainers) for their suggestions for the institute. Through these contacts, individuals who are locally or nationally recognized for their expertise on urban and teacher education were identified and selected as consultants for the institute.

In April 75 participants were selected on the basis of geographic areas and the following employment categories: state and local supervisors, local directors, teacher educators and school-community workers. Because of the length of the institute, many who were selected could not arrange to participate. Eighteen western states were represented by the 50 participants. Many of the individuals held key positions in major metropolitan areas of the state they represented.

During the two-week institute, a variety of activities were used including the following:

a. keynote speeches

b. rap session with 15 urban disadvantaged youth

c. observation and awareness experience with disadvantaged youth in their own urban community

d. panel discussion

e. small group work sessions on models for teacher education

f. reactor panel discussion

g. guest speakers

h. question periods following guest speakers

On the last day a test was administered to elicit participant's reaction to the institute and its effectiveness. A follow-up instrument was administered to participants six months later to assess the vocational education program changes related to teacher education made or anticipated which may have resulted from participants attending the institute.

Conclusions and Recommendations

The participant's reactions resulted in the following conclusions:

1. The variety of responsibilities held by the participants provided a challenging range of views with respect to needed changes in teacher education.

2. Personal exposure to the urban community and conversations on a one-to-one basis with urban disadvantaged youth were invaluable.

3. Evaluation efforts indicated an appreciative and favorable reaction to all aspects of the institute.

4. Teacher education programs at the pre-service and in-service levels in many states are being re-evaluated and changed as a result of ideas identified during the institute.

The following recommendations are presented based on the experience and evaluation of the institute:

1. States should be encouraged to re-evaluate teacher certification requirements and encourage institutional experimentation with a variety of patterns of teacher education to better serve disadvantaged urban youth.

2. Involve more than one participant from an institution or school district, in institutes such as this one, in order to provide a team of individuals who can be supportive of each others efforts in attempting to produce change.

3. When a valuable consultant is identified, buy more of his time than that required for a major presentation and short question period. Extensive time for individual and small group discussions can maximum the contributions made by a consultant.

4. The location of an institute should be selected on the basis of successful programs already in action which are illustrative of the institute concern.

5. Suggestions resulting from an institute should be disseminated to participants and other interested individuals as quickly as possible.

Results

The majority of the participants responded favorably to most of the activities of the institute. Participants have indicated specific actions which they have promoted since the institute in an attempt to utilize the ideas and information gained at the institute. Therefore, it can be assumed that considerable progress was made toward the achievement of the institute objectives.

INTRODUCTION

The Problem

The poor educational performance of children from low-income families has recently received much attention. They are more often retarded in achievement and grade placement, more school dropouts, and fewer college students than among their better-off counterparts.

Numerous research studies have found evidence to support the idea that teachers can bring about intellectual competence simply by expecting it. The intriguing thing about these findings is that how the teacher feels and acts toward his students and what he expects from his students can influence performance and competence. Havinghurst predicts that American schools will spend the next ten years in a prodigious attempt to wipe out the social disadvantage that has prevented some thirty percent of our children in the low-income sections of our big cities from learning anything useful in school. This social disadvantaged may be the result of conflict when the low income child attends school where middle-class values are emphasized.

To say that the role of the teacher has been neglected in educational programs for the disadvantaged child is not to say that the significance of the teacher has been neglected in developing educational theory and practices. Becker found in his Chicago studies that teachers in slum schools use different techniques than do teachers in middle-class schools, teachers and administrators expect less from lower-class children, teachers are offended by the attitudes and hygiene of the children, and teachers transfer to "better" schools as soon as they can.

Riesman expressed his concern by recommending a teacher-training program whose objective is the development of interest in and respect for the low-income culture, as distinct from appreciating the difficulties of the low income environment. The theory here is that this will lead to an honest "expect more and get more" from the children and their parents.

Bernard Asbell reports from his visits to schools and with teachers that everywhere teachers seem preoccupied with the idea of "what to expect, so seldom with what they might effect."

Purposes of the Institute

The central purpose of this institute was to provide meaningful experiences for a group of selected vocation educators with the hope of helping them to develop as change agents for vocational teacher education in their own state, community or institution. It was hoped that innovations in teacher education might be identified or developed in an attempt to achieve the following objectives:

1. To sensitize the participants to the culture, life tasks, attitudes, values and needs of economically and socially disadvantaged urban youth.

2. To identify or develop programs, methods, content, experiences and people especially valuable in a program to train teachers for disadvantaged youth.

3. To recommend changes and determine ways to promote change in present teacher education programs and certification policies.

4. To determine the nature and extent of change resulting from attempts to implement recommendations of this institute by participants and others.

Contributions to Vocational Education

Fifty vocational teacher educators, teachers, and supervisors who are in strategic positions to influence change in teacher education programs were sensitized to the characteristics of urban society which have implications for vocational education. The opportunity to be personally involved in a critical analysis of some of the problems and some experiences and approaches which have been used effectively by teachers of disadvantaged youth was designed to help the participants develop some models for teacher education programs. In addition, they have been asked to serve as "change agents" to promote needed changes in teacher education in the state and local areas which they represent.

The teacher is one of the most important ingredients in any successful vocational programs. Teacher education programs can provide experiences which make the difference between mediocre

and outstanding training for teachers of today's youth in urban areas. Vocational teacher educators are aware of the inadequacies of present programs. Current models for preparing teachers for urban schools are frequently college-wide approaches and appear too complex to be implemented by a single vocational teacher education department. Thus, there is a real need to provide ideas and materials which are modest and can be implemented in a small department or by a few individuals.

It appears that a useful means to encourage change in vocational teacher education programs to prepare teachers of disadvantaged youth is to provide plans comprised of activities, experiences, projects and/or steps which (1) can be implemented by a department of vocational teacher education as opposed to an entire college of education, (2) can be implemented swiftly--within one or two years from the date of the institute--as opposed to agencies and specialists to execute, and (3) are specifically appropriate for vocational teacher education rather than general academic areas.

Methods and Procedures

The planning for the institute was carried out by the two directors in consultation with a variety of vocational educators and other persons who were locally or nationally known for their expertise and contribution to meeting the needs of disadvantaged youth in urban areas.

The activities of the institute were organized into three major phases:

1. Sensitizing and awareness phase -
   Participants were made aware of the needs, values, attitudes and characteristics of urban youth who are economically and culturally disadvantaged. Resource persons from urban areas and fifty disadvantaged youth from the Denver area acquainted participants with the characteristics and life tasks of the urban poor. Opportunities were provided for first-hand experiences with urban youth and inner-city working organizations in the Denver area.

2. Analysis phase -
   Methods for developing effective teaching behavior were analyzed. Different learning styles were identified. Disadvantaged youth's perception of the world of work was discussed. Techniques and materials which have been successfully used with disadvantaged youth were analyzed.

3. Developmental phase -

   Needed changes in teacher education programs for disadvantaged youth were identified. Needed changes to develop new models for teachers education were suggested. Methods for implementing the suggestions for change in teacher education were explored.

Agenda

A complete agenda for the two-week institute, July 6 to July 17, 1970, is included in Appendix A.

Institute Operation

1. Participants were sent an advance assignment (See Appendix B) to be shared in work groups during the first day.

2. The institute began on Sunday, July 5, 1970, with the registration of participants and an informal get acquainted punch party during the early evening.

3. Participants were assigned to small working groups prior to the opening of the institute. Discussion leader for each group were selected each week from among the participants.

4. Fifteen disadvantaged urban youth from the Denver area were present and participated in a rap session with the participants on the second day.

5. The third day was devoted to a first-hand experience for the participants with fifty disadvantaged youth in their home community of Denver. The group visited several organizations providing education for disadvantaged urban youth and participated in a group discussion and dinner at the end of the day. (Selected participant reactions to this days' activities are included in Appendix C.)

6. Large and small group discussions followed each major presentation.

Staff, Consultants and Participants

A complete list of institute staff, consultants, and participants is included in Appendix D. More than 120 invitations to

Institute VII were issued for participants from the more than 150 who had applied. Other commitments and conflicts prevented many interested individuals from accepting the invitation. Therefore, a total of 50 teachers, teacher educators and administrators constituted the final group of participants.

ADDRESS AT COLORADO STATE UNIVERSITY SEMINAR
July 6, 1970
Senator George Brown

KNOWING THE CULTURE OF DISADVANTAGED URBAN YOUTH

First I want to make it clear that I believe all youngsters today are disadvantaged--some more than others--but all to some degree.

And this is true, I believe, because older generations have decreed it so by their reluctance to look for meaningful and constructive change--by their adherence to the status quo because it is safer.

And this is especially true in regards to education. And it is true at all levels of education.

Young people without exception, are educationally disadvantaged. Young people are disadvantaged no matter what their background or the economic status of their parents.

I'd like to also challenge at the outset some currently fashionable ideas about the education of slum children.

The conventional wisdom of our day has it that the reason that slum children do badly in school lies in the children. It goes on to say that the children's lack of ability and skill is not their fault, but the fault of their environment, their neighborhoods, above all their homes and families.

The conventional wisdom suggests that the trouble can be remedied by giving these children an intensive pre-school training, so they can begin school with the same skills as children in the suburbs.

I submit that this simple diagnosis is false, and the remedy is almost certain to prove ineffective. I say this because I believe the most important reasons for the failure of slum children's education lie not in the children but in the schools.

We are led to believe, by much of what we read today, that the average slum child arrives at school with a weird culture and is something of a cross between an ignorant savage and a maniac.

This is flatly untrue.

I have had opportunity in past years to work with young people from suburban and private school settings to those from some of the poorest, most crime infested slums imaginable.

The slum youngster had the same likes and dislikes as the middle-class youngster--the same initial distrust of adults, the same general aspirations. If there was a difference it was that the slum youngster was more open, more kindly, more generous, more sponstaneous, and more fun to work with.

I know you're not concerned this morning with my opinions on what remedies there could be for this situation so I won't go into them. But I can't resist the temptation of one observation.

And that is that I think we must try to find ways to free children from their dependence on the teacher, and to free the teacher from the crushing burden of feeling that everything that the pupil learns in class must be learned from the teacher. In short, we must find ways to make schools and classrooms places where children do a larger part of their learning independently, without direction or supervision, or any more help or intervention than they ask for.

But that's the subject of another discussion and I'd better get back to the topic for this morning.

"Knowing the Culture of the Disadvantaged Urban Youth."

We darn well had better start knowing as much about our youth as we possibly can. We had better start listening and trying to understand what we hear.

We had better stop hearing only what we want to hear and trying to solve the problems of youth by treating only the symptom of what's wrong in urban centers today.

We had better start looking deeper and looking at the root causes. And if we come up with solutions we had better make sure that they have input from the young people involved. Any grand design that we put together without input from our youth is doomed at the outset.

And we must enter in this coalition with youth on the basis that they are full partners because after all we're at work on something that involves them. We must make sure that we enter the coalition not from some position on high looking down and talking down to youth.

I hope I'm safe in assuming that when you gave me this title on culture of the disadvantaged urban youth you wanted me to describe from whense such youngsters came.

I'd like to first briefly talk about the conditions or ingredients of the slum and then follow that with letting you learn about the youth therein by listening to his words.

The slum represents an air tight cage of poverty in the midst of an otherwise affluent society.

Slums represent pervasive discrimination and segregation in employment, education and housing which have resulted in the continuing exclusion of great numbers of minority and poor citizens from the benefit of economic progress.

Slums represent a growing crisis of deteriorating facilities and services and unmet human needs.

Slums are black-brown ghettos where segregation and poverty converge on the young to destroy opportunity and enforce failure. This can't help but build resentment against all of the white society. Resentment at a poverty the slum dweller knows is man-made and not God-given---resentment at a repression the slum dweller knows is man-made and not God-given.

There are other more powerful and potentially explosive ingredients of the slum:

---Frustrated hopes which are the residue of the unfilled expectations aroused by judicial and legislative steps of recent years.

---A climate that tends toward approved and encouragement of violence as a form of protest. White terr
black and brown non-violence can take its share of the credit for this ingredient.

I'd certainly be remiss here if I didn't point out that it is tremendous good and a potential for greatness in the slum today--as it always has been. Some of the most important individuals in America today came out of the slums. In other words, in the slums, like in a suburban neighborhood of middle income, you can find enormous variations.

I know that as educators you undoubtly have seen numerous studies that would have you believe that the breakdown of the minority-group family life causes unemployment--that poor education results from cultural deprivation--that slums come from the inability of some minorities to blend their culture into the majority's.

These reports forget that such factors as school dropouts, education levels, type and quantity of employment and slum living are current effects of current discriminations--that they are results and not sources.

Such reports also dig deeply into statistics about minorities that deal with the promiscuous ADC mother, the untenable family, and the assaultive delinquent child. These reports apparently conclude that segregation and discrimination are not the main villains. Rather, such studies say, the condition of a minority is directly due to his lack of values, the way he lives, the kind of family he has, and his lack of cultural bending.

But I submit that the answer to problems isn't that easy--that minorities also won't permit the hypocracy of pleading guilty to the crimes of 300 years ago and escape for the atrocities of today.

The fact, of course, is that the ghetto dweller is ill-educated, not because his mother doesn't subscribe to the Reader's Digest and doesn't give him colored crayons for his third birthday, but because he has been miseducated in slum schools.

The slum dweller is more often unemployed because he is the last hired and first fired, not because his mother prefers a succession of temporary lovers to a permanent husband.

And the squalor of the family's home in the slums doesn't require any far fetched explanations about rural background. In the first place, most of them are not rural.

In the second place, the condition of slum housing is more easily explained by the neglect of slum landlords and the crowding caused by the deplorable shortages of decent low-income housing.

I should also now discredit a non-fact--the common belief that most slum youngsters are from welfare families.

Most people also seem to think that unemployment is the biggest single factor contributing to poverty. This is not true. The fact is that a majority of the nation's 25 million poor live in households in which the father or mother or both work. The majority who live in poverty do so because he or she does not get a decent wage for the job he does.

The slum dwellers won't work is another popular myth which is not a part of the real ghetto.

In 1968 there were 4.5 million heads of poor families under 65 years of age.

Of these, 3.3 million worked as much as they could and remained in poverty.

Of the remaining 230,000, about 127,000 did not work because they were in school or simply because they could not find jobs.

What is left then of the original 4.3 million is about 103,000 or a maximum of 3 percent. In this scant fraction are all these, presumably, who might go to work and, for a number of reasons, simply won't.

There is another popular myth that the poor waste money, including their welfare payments, on color television and other luxuries.

The President's Commission on income maintenance programs recently determined that a family of four with a monthly income of $284 spends all but $9 of it for such basic necessities as food, housing, public transportation and clothing and personnel care. This leaves nothing for emergencies, for medical care or insurance, not to mention such items as a car, a bed for each family member, or school supplies.

I'd like to next try to develop some understanding of disadvantaged youngsters by having you hear what they think of people like you:

"Teachers expect you to act like white--middle class--if you don't, you're no good!"

"Teachers--the white ones and the black ones who think I've made it--and the Mexican ones who think they've escaped are prejudiced against poor kids, black kids, Mexican kids, slum kids. . . But I try to like most of them, or I try to make them believe I like them."

"What makes school folks think you have to have a great, big, beautiful building? That's not where we learn. We learn more in the streets."

"I'm not black. I'm poor. I would take a black teacher over a white teacher most of the time. It's a gamble either way, but the black teacher may have gone through it before and remember how bad it was."

"I don't believe all white teachers are prejudiced. But they sure don't understand--some don't even try to understand."

"I sure don't like an Uncle Tom teacher. You know there are white Uncle Tom teachers too. You can sure have them. But I'm going to learn in spite of them. Really blow their minds if I do."

"The teachers that the school board and the principal say are good are not good in my eyes. Cats like that get points for being good but they aren't really judged by the right things--by the things that really count--like how well does he get along with all students, what do the kids really think about him, like whether he wants to or can talk on an eyeball level--like is he for real. Teachers that grade well on student standards are downgraded in the system."

"I'd sure as hell like to see a teacher sitting in the stands with us at a football or basketball game--really enjoying the game, rather than being there as a special patrol or cop to watch us."

"I would like to see a teacher visit my playground and be relaxed and act natural--maybe even take part--but that wouldn't be necessary if he let me know he was comfortable around us kids."

"I can just feel a teacher who's bad for poor kids--he's also bad for black kids. I don't have to study him long either."

"Biased teachers are lazy--yeah, man, real lazy. Show me a racist teacher and I'll show you a lazy teacher. He don't want us to learn cause he knows he can't keep up and still be lazy."

"I've only got one teacher who doesn't use a lot of unnecessary talk to explain something. Some teachers automatically believe we're dumb and really turn us off with a lot of unnecessary explanations. And they're usually not very interesting when they bring it by us the first time. Why can't teachers work at being interesting. Maybe if they were interested, they'd be interesting."

"Deans have to be experts at lying. They use the so-called attitudes of someone else to make excuses for their bad decisions."

"Man, I got this one teacher who's got to be the grand kook of the world. He smiles at everybody, agrees with all kids, grins when you're mean to him. Man, he's so scared when he's at our school. I caught him in a long hall by himself. I walked right up to him and said a dirty word. Man, he had his back right tight against the wall. He giggled and ran. How's he going to teach me anything good. I don't respect cats like that."

"I really believe most teachers have a drink before they come to our school each day. Wouldn't it be cool if we could change the street signs and then only the good teachers who would find their way because they wanted to would come."

"I like school. I like gym, recess, lunch and music some times. The rest is boring. I used to like math--but my new math teacher just wants us to know how sharp he is. He's real sharp, but he can't teach us because he can't reach us."

"The type of teacher that I like is one that can understand my problems--a teacher who would stop and talk with me in the halls. When I get in trouble, he would help me out. If I went to court, he would be with me, not just wishing I'd get sent away."

"You want to know what that principal said to me--It's a privilege for you to attend this school. Hell, I knew I wasn't wanted and I didn't want to be there either. Hell, it was his privilege that we were there. Then when one of us busted through the barriers and made it good, he could build it up and get an award for saving another one of us."

"Why bother with all this? I can't go anywhere anyway. The man is going to create something new to hold me down if I get past what he's putting down today."

I also talked recently with a slum youth who had painted a crude picture of children on a school bus. The kids on the black of the bus were black. In conversation, I learned she had never attended school in the south and had never been on a segregated bus. I asked her why the black kids were at the rear of the bus and she replied: "We're being bussed to a white school. The teachers don't want us. The school doesn't want us. They say they are going to stop us from going to that school if they can. If we are going to leave anyway, we might as well sit in the back, and then we can leave when we have to, then we won't disturb anyone."

Those comments are somewhat confusing, aren't they?

It's obviously hard sometimes to understand youngsters with these thoughts.

Well. Let me quickly point out that they don't understand you and they can't understand why you don't understand them.

You wonder if you can bridge the gap that exists between you and them. On this score, let me say that if the youngsters who I just quoted have to become exactly like you for a bridging of the gap, you can forget it.

If these kids have to change for you to bridge the gap, there won't be a bridging of the gap.

Yes, kids need schools they can respect; they also need to be respected by the school. On that basis, maybe you can look to some gap bridging.

There are some obvious conclusions I can reach from these selected comments from young people.

But before I do, let me be honest and inform you that not all these youngsters were black, some were Chicano and others were white. And alas, not all were slum dwellers, but some come from wealthy neighborhoods in the Denver area.

There is no doubt that many slum dwelling youth become confused at a very early age, many are filled with depression and despair at the discrepancy between rhetoric and reality.

They often doubt what is; they doubt the value of what is and become rather bitter, rather scornful, rather cynical, and at times unable to study or unwilling to study.

But I submit to you that this doubt sometimes causes them to see things with a clarity that you probably don't always have. They see what jobs they will or will not be able to get. They see the futility of training programs offered them because they know the jobs that they will be trained to do will, in all probability, not be available to them.

They see themselves as cornered and they see the school as, in a sense, a mockery of society rather than a reflection of its best attributes.

One Chicano youngster put it this way:

"We go to school to go to college. But the first thing we do when we get in school is say the pledge. The pledge says this is a free country and all that. Then we leave the school that day and that is the end of that freedom. We go back to our crummy little home, try to get a crummy little job, and all we know is that our accent is different so we can't make it. The teacher can't understand us and tries to make us like him. That won't do it."

"All we see in books are pictures of Anglo kids--a blond world that we cannot identify with or associate with. We look for someone like us and when we do we see someone asleep in the shade with a big sombero on his head. The ghetto school is a barrier for me not an opportunity. And the teacher of the ghetto school is a part of that barrier."

How about me sharing a poem written by one of the black youngsters in our Urban Coalition Youth Program:

"I had a good teacher in school, he taught me everything I know; how to lie, cheat, and how to strike the softest blow.

"My teacher taught himself to be wise and right. He taught me things most people consider nice; such as to pray, smile and how not to fight.

"My teacher taught me other things too, things that I will be forever looking at; how to berate, segregate, and how to be inferior without fate.

"My teacher's wisdom forever grows, he taught me things every child will know; how not to steal, appeal, and accept most things against my will.

"All these things take as facts.

"He also killed me for he taught me how not to be black."

This young voice mirrors the mood of many black youth today who have replaced submission and apathy with self-esteem and racial pride.

It will be diastrous to attempt to try to reach and teach slum dwelling youngsters with the old Dick and Jane textbook, biased history courses and the once-a-year brotherhood approach.

In fact, I'd submit that it will be dangerous to try to reach any youngster with most of the teaching techniques and inadequate textbooks used today.

In closing I think I must try to impress upon you that I have not been defensive of the ghetto or slum youngster but rather I am trying to put things in proper perspective.

I also must try to make you see that most of the myths about the slums come down to one word--race. And that it is this blind side of the minds of the majority that is the ultimate barrier to the solutions of the pressing social problems in our cities and in our schools.

It is this blind side of the mind of most white persons that leads them to believe basically that people of color--be they black, brown, Puerto Rican, Oriental, or whatever--are inherently inferior to white people--that they do not have judgment, intelligence or just plain common sense.

This refusal to look at race in reality also has caused us in communities throughout this nation to become pretty well adjusted to some horrible things.

And I like to try to put it in the terms that we will have to become maladjusted to turn things around.

Maladjusted is a word used perhaps more frequently than any other in modern psychology.

And I'm calling on the teaching profession to lead the way in becoming maladjusted--just as there are some things in our social system to which I am proud to be maladjusted.

I never intend to adjust myself to the visciousness of lynch mobs.

I never intend to become adjusted to the evils of segregation and discrimination.

I never intend to adjust myself to the tragic inequalities of an economic system which takes necessities from the masses to give luxuries to the classes.

I never intend to become adjusted to the madness of militaries and the self-defeating method of physical violence.

I never intend to become adjusted to public educational systems that do not offer all youngsters the opportunity for a full and complete learning experience.

I never intend to adjust myself to a system that abandons old people who then find they cannot pay for the good health which will make their golden years worth living.

I never intend to become adjusted to rat infested tenements, vermin-filled street, poisoned streams of poisoned minds.

I never intend to adjust to a system where some people work for inadequate wages and in poor and unsafe conditions.

I never intend to adjust to a way of life that gives some people the belief that they've been granted a license to kill all with whom they disagree.

I never intend to become adjusted to a society that destroys its moral concepts.

I never intend to become adjusted to a society that seems determined to widen the gap between parents and their children.

I never intend to become adjusted to a nation that talks about an integrated society as the dream of tomorrow rather than the reality of today.

I submit to you that history still has a choice place for those who have the moral courage to be maladjusted for those who will take a stand because it is right even though it may be unpopular.

We need Americans who are unafraid to be maladjusted.

We need teachers who are maladjusted enough to strive to reach the youngsters they must teahh.

I'd like to use one of James Thurber's fables for my final point that you'll have to be honest in your efforts to teach the youth of today--you'll only waste your time if you try to fool them.

It's the one entitled "The Little Girl and The Wolf".

"One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother.

Finally, a little girl did come along and she was carrying a basket of food.

"Are you carrying that basket to your grandmother?" asked the wolf.

The little girl said yes she was. So the wolf asked her where her grandmother lived and the little girl told him and he disappeared into the woods.

When the little girl opened the door of her grandmother's house, she saw that there was somebody in bed with a nightcap and nightgown on. She had approached no nearer than 25 feet from the bed when she saw it was not her grandmother but the wolf, for even in a nightcap a wolf does not look anymore like your grandmother than the Metro-Goldwyn lion looks like Calvin Coolidge.

So the little girl took an automatic out of her basket and shot the wolf dead.

Moral: It is not so easy to fool little girls nowadays as it used to be.

You don't know me, Charlie. In fact you never did.
I was a man, when you took me for a kid.

I have not been sleeping. I long have dug your type.
I just didn't move before, 'cause the time just wasn't ripe.

Now, things are different, Charlie. I'm determined to be free. My mind is made up, Charlie. There ain't no stopping me.

You didn't know me, Charlie. You only thought you did.
But, I've been dreaming, Charlie, ever since I was a kid.

'Cause I used to call you Mister, and said, "Yes'm," to your Ann,
'Cause I used to grin and bow, you thought I warn't no man.

But, you didn't know me, Charlie. 'Twarn't that I was dumb. I wasn't satisfied. My day just hadn't come.

But, things are different, now. My sun is peeping through.
I walk ten feet tall --- and talk right back to you.

You don't know me, Charlie. So you can't understand. How your grinnin', shufflin' "Boy" grew up to be a man.

Turn off your hoses, Charlie, Call off your snarling curs.
Really, I'm not moved by them or by your slurs.

This is a new day, Charlie. Better accept the fact.
I've come a long way, Charlie. And, I ain't turning back.

There's nothing you can do to make me change my role. You better believe it, Charlie. Freedom is my goal.

I've given too much, Charlie, in sweat and blood and tears,
I've sacrificed and suffered through long and tedious years.

Better wise up, Charlie. The hour is getting late. I'm hungry for my freedom. And, I ain't got time to wait.

Better change your attitude. Better take a tip from me.
Whether or not you like it, I'm going to be free.

Time is running out. It's getting mighty late. If you don't want no trouble, then, Charlie, integrate.

Integrate your schools, your jobs, the nation, too. You used to tell me, Charlie. Well, now, I'm telling you.

You don't know me, Charlie.

CULTURAL VALUES AND EDUCATION

Vocational Education Conference
Colorado State University
by Dr. Penfield Tate

C. P. time - (Colored Peoples Time) - part of our cultural system

African proverb? When the vine entwines your root, it is time to cut it down.

Modern day statement - prepared by young black students:

To be truly free, the physical and spiritual being of a person must also be free, and it is important that it be utilized to its fullest potential.

In the past, due to conditions of servitude, the educators, primarily a member of the white or black gurgeoisie, demeaned the black people by urging them only to educate themselves correlative to doing menial and physical labor. At this point in the black liberation movement, we are confronted with people who speak of a qualified student as a rarity among black people. Among white people there is a large number of qualified students. Now we must recognize that the qualifications of students are no longer in dispute, but rather the qualifications of those who are to educate the students. If we address ourselves to this problem, we will see that the standards used to evaluate the qualifications of students are invalid because the value system, used to enslave the black people, was also the criterion for those standards.

As one who was raised in a black ghetto. I would submit that this statement by the students will become very relevant, because one who comes up in this environment comes up in a very different culture. All that he hears, sees, and experiences is very much different from the things that go into the qualifications of the educational system which begins to deal with the qualified student. The experiences of a person from a ghetto are experiences which most people can't even envision, and which a child in a ghetto goes through just to reach maturity. So having come through these things, when a child finds himself confronted with the educational system used today, he has occasion quite often to stop and wonder what it is all about. Is it for him or somebody else, and what will he do with it if he gets it? Who will give it to him?

These questions become very relevant to a person from a ghetto, particularly when he sees about him a society which requires the papers that come from education. If he is going to succeed in the society, then he has to succeed with the papers, whether he has learned anything or not. He must have that paper. So he has to deal with it as he finds it. He has to hope that out of it will come forward some kind of a man, a person who is not necessarily disgusted with all he is and all he has been, but who at the same time has the paper qualifications, and has the ability to get a job and maybe show whether he can hold the job after he get it.

Conditions in the ghetto from the time a person is born differ greatly from conditions outside of the ghetto. Quote statistics:

Crime rates - High to medium income white neightborhood, for every 100,000 people, there are approximately 80 crimes against persons.

In a low to medium income white neighborhood, there are approximatley 440 such crimes for every 100,000 people.

In a medium to high income black neighborhood, there are 1615 such crimes.

In a low income black neighborhood, there are 2,220 such crimes.

Crimes against property - In a high to medium white neighborhood, there are approximately 1,038 crimes for every 100,000 people.

Low to medium white neighborhood, 1750.

Medium to high black neighborhood, 2,508.

Low income black neighborhood, 2,630.

Police Protection - Assigned to high income white neighborhood, 93 policemen.

Low to medium, 133 policemen.

Medium to high income black neighborhood, 243 policemen.

Low income black neighborhood, 291 policemen.

Crimes in black neighborhoods greatly outnumber crimes in white neighborhoods. A child raised in the environment has a different outlook from one raised where crimes against persons and property are relatively low.

The first thing the child learns is that he must make it on his own. Inspite of the higher number of policemen in his neighborhood, the crimes against his person could outnumber any such crimes in another area.

Statistics such as these give rise to the statements by people in ghettos (any color) that police are not there to protect them or their persons, but only to protect the property of white people who don't live there.

Infant mortality rates -

In 1940, infants less than one year old, for every 1,000 births, for white infants, 27.2

For minorities, 39.7

In 1950, for white infants, 19.4

Minorities, 27.5

1960, for white infants, 17.2

Minorities, 26.9

1965 for white infants, 16.1

Minorities, 25.4

Infants 1 month to 1 year -

In 1940, 16 out of 1000 white infants died, 34.1 of every thousand minority

1950, 7.4 whites, 17 minorities

1960, 5.7 whites, 16.4 minority infants.

1965, 5.4 whites, 14.9 minority.

The element of survival. From the time a child is born, survival becomes a problem in a ghetto. Many factors relate to explain why this is the case. One of the factors is the cost of living, and for adequate medical care and services.

White families, incomes of $11,000 and under, spend approximately 9% of their income on medical services.

Minority families approximately 5%.

Those in income ranges of $3,000 to $7.5 thousand spend approximately (white) 7% and (minorities) 5%.

$7.5 thousand and over, white families spend 6%, minorities spend 4%.

Difference in the way that people apply what is available to them. Factor in survival.

Amount spent on health expenses -

Income under $2,000, whites spend approximately $130 for medical expenses, nonwhite $63.00.

Incomes of $10,000 or more, whites spend $179, nonwhites $133.

Differences in what pepple feel they must apply their resources to. Points out difference in type of student which the educational system has to deal with. At present the educational system does not recognize this difference.

Therefore, ghetto student comes into educational system not designed for him, and encounters a completely alien environment. A system designed for a society entirely different from the one he has known. He encounters people who have security for tomorrow, and he has not gotten today secured. He has the choice of struggling along with the educational system or rejecting it completely as one not for him. We see many minority students who reject it and feel that the pieces of paper are not worth the indignity and degredation he must go through to get it.

When the minority student comes to a college campus and finds these lacks in the system and wants to point out the problems, he is branded as all kinds of things, and told he should be glad to be allowed to come into the educational system.

Since education is to be stressed in our society, it is incumbent on us to make sure that everyone gets an education. This does not refer to the number of schools, as there are enough for everyone who wants to come, but making sure that the students really become educated. There is also a question of whether or not the student gets dealth with. Graduates and receives piece of paper.

This is extremely unfair to a parent in the ghetto who has had to go through life without an education and the opportunity that we talk about, and sacrifices to give his child these things. Then he finds that the child hasn't gotten anything out of it. Then parent is told that it is his fault, since he can't help the child for lack of his own education. We seem perfectly content to continue this type of a system. No one seems to be willing to try and change it.

We are on a course in which we fail to recognize the facts of life. A ghetto student's fact of life is that sanitation measures where he lives; do not compare with those available to white students he associates with. Incident of rat bite is still a very common thing. Lack of plumbing facilities and lack of garbage collection are still facts in ghetto communities, and which have to affect a child brought up in a ghetto. We assume he has the same values as a person brought up in a healthy environment. This is not true. The child knows he has problems in his background and that he does not know many things which children from other environments know. He is willing to try and learn these things. But we act as though everything he has been before coming to school does not exist. Children can see things as they are, and therefore are unable to relate to the things they find in the school environment. Difference in utilization of money - parents who buy everything on installment plan. Ninety-six percent of purchasing in the ghetto. Often there are 300% taxes. These things are disregarded when teaching ghetto child. He cannot relate to this system. Cost of things is simply higher for ghetto child than white child. Telling him that life is otherwise, is to turn him off. Takes form of lies for child.

Even if student gets through the system and receives paper, we have not prepared him for what he will face when he leaves school. Problems of discrimination in employment, etc. Somewhere along the line, the education system ought to be dealing with these things. There seems to be no problem in preparing white students for life, but nothing is done for minority students in this area. We find justification for the system by blaming the students and their background instead of the system itself.

(Mission) in Indiana statement: White society does not understand and what black society cannot forget is that white society is deeply implicated in the ghetto; white society created it, white society condones it, and white society permits it to exist.

Myth of anyone being able to pull himself up by bootstraps, very frustrating to ghetto people.

Setting up of different value system. White society claims that hard work will bring success. Black society knows this is not true for them - hard work brings more hard work.

Success stories in the ghetto are of prostitutes, gamblers, etc. They are the only ones who succeed in the ghetto. Those who work hard just continue to work hard and have difficulties in making ends meet for their families.

If educational system is to succeed it must recognize that these different facts of life exist. Must realize the different sets of values and experiences.

Minority students feel powerlessness of their situation. Their only tool is their body.

Today we are still ignoring these problems and conditions. Minority groups are being treated in the same way as always. Although talk of progress, same sense of hopelessness.

Separation of societies proposed by black groups, since cannot relate to white society values. Difference in values. In black ghetto, there is not stigma attached to stealing or being in jail because it is a way to make a living. They know you don't have to be guilty to go to jail. Values taught to children don't fit in white society.

Educational system is a means of improving these conditions. Otherwise, requirement of education will have to be eliminated.

VALUE CHANGE AND AMERICAN YOUTH

Walter L. Thomas

We have produced a superior generation and don't know how to cope with it. There is reason to suggest that today's youth are indeed better than previous generations. If they are a super generation, it is probably no particular credit to themselves, since they are the result of very skillful and creative efforts.

Adults should be very satisfied for what they have been able to accomplish with their children. Time and again they have been telling them:

> You must get involved. You must oppose evil of all kinds. You must fight injustice. You must realize that every man is equal in spite of his color and religion. You must be concerned about the welfare of others. You must not forsake your country. You must not look to money for everything. You must be honest and expose hypocrisy. You must never let freedom of speech and assembly be taken from you. It's your life, you must live it for what you think is right regardless of what anyone or everyone will say. You must oppose tyranny. You must help the less fortunate. Power is not the essence of the good life.

Today's youth have not lost their values, they have found them. They have discovered the ones everyone has been talking about, and decided to live up to them. They are idealistic and they are committed. When have we seen so many youth so thoroughly involved in politics, civil rights, urban problems, and the like?

If one will listen to the protest and folk song, observe the poetry and drama, read the posters and listen to the cries, one will not find anything that says, "Down with honesty, down with love, down with helping your fellow-man, down with loyalty, down with America, down with achievement, down with feelings, down with freedom, down with liberty, down with truth, down with people, down with God, down with learning or down with the future." But one will find a very loud and clear protest against what is being passed off as evidence for those values. One will find requests to tell it like it is. One will see protests against hypocrisy, against saying one thing and doing another.

Youth are being educated to live in a world they basically reject. They see an insensitive world more concerned with profits and power than with people and peace. They are being asked to accept a world, which in their opinion, offers dubious prospects for any future.

There are those who would contend that we have always had a generation gap. If this is so, then today is not a gap, it is a generation CHASM. The generation gap is best seen as a distinction in terms of mentality rather than age. There are some young persons who are very old, and there are some old persons who are very young.

There are a number of factors that indicate the present generation of youth are quite unique from any previous generation of youth. They are:

1. First-time second generation affluence.

2. First-time a liberally educated generation.

3. First-time a pervasive evidence of some self-imposed poverty.

4. First-time a complete generation has been liberated from the limitations imposed by flesh and bone.

5. First-time one does not see youth turn a complete circle and settle back down to be like the folks.

6. Society has redefined the concept of youth.

7. Society has altered its values regarding youth.

Most youth in contemporary America are the children of parents who lived in poverty when they were children. The parents made the big leap from scarcity to abundance. The values that mother and father affirm were instrumentally good because they facilitated their affluent attainments. The children do not affirm those same values because they are no longer instrumentally functional. Father and son become persons on different sides of the generation gap because of what they value. Son cannot appreciate sacrifice, frugality, long-range planning, savings, hard work, and the like because they have little instrumental value for him. He sees new instrumental values that facilitate new and different goals.

The number of years a person attend formal school has steadily increased from generation to generation. Today's youth have an education that generally surpasses any previous generation, in terms of both quantity and content. Their education is concerned with much more than merely how to earn a living or basically wage life-long war against the oppression of nature, i.e., hunger, disease, death, and protection from the elements. Liberal education includes

experience in the art forms, new knowledges, technology, and the like. Consequently, the good life is not simply making a living and keeping alive.

Previous generations have experienced poverty, but the kind from which one could not willfully escape--at least in any immediate sense of the word. The present generation of youth have only known abundance. They are assuming various means of showing their peers and parents that they, as the new generation, are not worshipping materialism. Their attitude is one of "I can take it or leave it." They will assume clothing styles that are symbolic of poverty, or "bum around" for a summer or spring vacation to support their claims to be independent and non-materialistic.

Contemporary youth are exploding the myth that youth will sow their wild oats, have their respective flings, and then return back to some similar style of life as mother and father live. Today's youth are not making the complete circle to eventually "settle down". An increasing number of youth are selecting social service vocations and rejecting business and industrial careers--particularly if their fathers are in business or management.

Their grandfathers had a technology that was limited to mere levers and simple wheels. When one now contemplates the capacities of man, one thinks of computers, nuclear energy, and an elaborate and sophisticated technology that makes the word impossible seem silly.

Only a short two or three decades ago, one heard the term adolescent used to describe what is now referred to as youth or student. Adolescence was a definite period of uncertainty (4-6 years) that was initiated by puberty and terminated with a marriage and a mortgage. Society has redefined the number of years one may remain a "youth" essentially by increasing the number of years by eight or ten. There are many 25 year old youths who are still going to school full time, never have held their first job contract, are unmarried, living off father and/or the government, and who are asked periodically by mother, "Son, what are you going to be when you grow up?"

Western society has historically had the notion that childhood and adulthood were the two great and wonderful epochs of life. Our literature, music, and values glamorzied the innocence and tenderness of childhood and similarly, romanticized the mature, stable, adult. These two epochs were cushioned by the "uncertain years" known as adolescence. Great to-dos was made over commencement, marriage, and debut, at which time one emerges as a butterfuly from cocoon. Now, youth is the most valued period in life by the present society. The 12 year old and the 55 year old attempt to look like they are 22. The dress styles, the car styles, the leisure styles, etc., have indicated a massive capitulation to the cult of being young. Swingers are all ages!

Our society defines a mature person (with tongue-in-cheek) as one who has stopped going to formal school, is economically self-reliant, probably married, and has at least one sizeable mortgage. A 17 year old who meets these expectations is called mature. A 30 year old who doesn't is called immature. Society has problems in calling a student or youth an adult since it is only in the last two decades that such was a realistic possibility for most of the youth. Prior to that time, one was either a child or an adult. Because he is still a full-time student, still attached to father's financial support (or the government's), not yet positive what his life's vocation will be, society still wants to use the word adolescent to describe him--even though he is 27 years of age. With all of his emerging commitments about himself and society, he has the time and energies to demonstrate his feelings in time and action. While society was still hoping for 4 or 5 years of transitional adolescence, an entire new culture has mushroomed. It is a youth culture that has its own art form, its own designation of community, its own set of emerging values, and its own institutions, i.e., the university, the rock festival, the disc-jockey, the mod dress style, the super-sport, etc. It has produced a new-life style uncommon to any other group in history. The emerging youth culture with its bazaar life-style generates hostility in some members of the establishment, imagination in others, and insecurity in all. It is interesting to reflect on which group, the youth or the adult, is affecting the other the most.

Those youth who are not particularly infatuated with the status quo are not necessarily revolutionaries. The new varieties of youth are not best described as a revolt but as a result. They are the result of changing times, changing society, and changing values. Contemporary youth movement is not a cause, it is an effect. What one is seeing is not a youth revolution, but a youth culture, if you please, a counter culture.

A most unfortunate occurence is to generalize too broadly about the new youth culture. Some generalizations become so gross as to place all youth in two camps; the good guys and the bad guys, "those who are not for me are agin' me."

There are at least ten varieties of youth in American society today, not just two. Eight of these sub-groupings can be conveniently located on a left-to-right continuum in respect to general social/political values. The other two defy placement on the continuum.

VARITIES OF YOUTH ON A LEFT-TO-RIGHT MODEL

Left 1 2 3 4 5 6 7 8 Right

1. The Revolutionaries
2. The New Activists
3. The Concerned Liberal
4. The Uncommitted
5. Common-Man Complacent
6. Concerned Conservative
7. Reactionary Activist
8. Reactionary Supremist
9. The Alienated Hostiles
10. The Happener/Swinger

The right wing proposes to preserve and the left wing proposes to change the way things are. The first four groups are dissatisfied with the society they see. The second four groups are generally in favor of the way things are in the society.

1. The Revolutionaries consider revolutionary tactics justified in the light of the intended change of the system. Unlike anyone else to the right of him, the anarchist will go beyond non-violence or civil disobedience and will intentionally break the law held by the system he opposes. His cause does not take the form of mere confrontation, it is revolution. The anarchists are radical and have realized deep breaks within the ranks of the left wing in the last three years.

2. The New Activist is just as concerned about changing the mainstream, or the establishment, as are the anarchists. The difference is the New Activist will do everything within his power, just short of revolution. The New Activist wants change and chooses to use his rights and institutional contacts for trying to bring change.

3. The Concerned Liberal is also committed to seeing the establishment change but he rejects most of the new activism and certainly is opposed to revolution as a workable vehicle for meaningful change. The Concerned Liberal is generally holding his own within the institutions operated by the establishment. He is generally very law abiding and from all superficial appearances is very contented with the institutions in which he works, plays, buys, sells, learns and worships. He wants change and he goes through the designated channels to cause change. As a student, he does well enough in his work to remain a student but is probably very upset with the system in which he has to jump through so many hoops. He will stay with it because his master-plan encompasses a larger perspective than the present moment in which he finds himself.

4. The Uncommitted is just that; he is not committed to the way the establishment is operating and he doesn't have any other commitments to speak of either. He is left-of-center because of his opposition to everything to the right of him. He is involved in the activist's casues but they are not yet his own. He will generally do anything the activists are doing as long as it provides personal and emotional satisfaction. He will probably turn and run when the going gets rough. His cause, if any, is the act of protest and not change in the long run. He has learned the cliches and wears the uniform of the left wing but he doesn't have the commitments to go with it.

5. The counterpart of the Uncommitted, but within the establishment, is the Common-Man Complacent. He is also uncommitted to much of anything, but he is on the inside looking out. His direction of travel is with the current. He is basically unplugged. As long as the establishment nourishes and pampers him with clothes, cars, food, and occasional sensuous delights, he will give them his supporg by default.

6. The Concerned Conservative is the resourceful person who very much likes the system he is in. He is generally affluent, if only first generation. He is tolerant of most persons to the left of him. If there is a job to be done, he can be counted on to do it. The Concerned Conservative is not opposed to change but he wants it to come at a calculated pace and to be administered by the establishment. He obtains the highest grades in school and college, he gets the promotions in business and industry, and he flatters the system that provides these rewards. He makes a good church member, gives to charities, service clubs, and the United Way. He is very certain of what is right and wrong. If there is a silent majority, (really a silent plurality) he and the Common-Man Complacent comprise it.

7. The Reactionary Activist only has causes when the Liberal Activist does something. His cause is anti-cause. He purports to preserve the establishment, but in effect, he is opposing the left-wing. He seldom does anything that is pro-establishment activism; they are always on the defense. The Reactionary Activist is very involved in politics and other institutional preservation activities. If there is any anti-Vietnam War parade, the Reactionary Activist stages a pro-Vietnam parade. He is anti-anti.

8. The Reactionary Supremist would argue that he must "fight fire with fire," and would take life and destroy property to ascertain his goals of preserving the society as he believes it to be; preserving that society in which he sees himself in some way superior and supreme. The Supremist tends to see the society as it was in near history. He espouses God, family, and country, but is really a not so subtle bigot that is bent on seeing his values superimposed on all others. He has reached his zenith of categorization when he calls anyone left of him a Communist and proceeds to eradicate him while singing the national anthem and waving the stars and stripes from a cross! He will say, "I will run over the first hippie that lays down in front of my car!"

9. The Alienated Hostiles are the Hells Angels types. They could not get back into the establishment if they came back and asked. They are the hoods whose only commitments are personal gratification made possible by in-group and out-group exploitation. They are thugs in hippie attire. They live by the guts and will probably die by the guts.

10. The Happener/Swinger is the hippie of 1964 era. He has opted out of the mainstream and has developed a sub-culture around the virtues of love, peace and flowers. He lives a life defined by his senses. He finds great satisfaction in the sheer act of expression. He would never willfully break the law or offend someone. He is Woodstock and not Columbia. If he is naive he will never be convinced of it. He is honest and sees people as ends and not as means to some other purpose.

Every classification system has its problems. No person conveniantly fits one category all the time. A person could be at various points politically, socially, religiously, economically, educationally, etc.

One can hardly go by outward physical appearances in classifying persons in various of these groups. The members of the establishment, upon seeing a young person having a beard, bellbottoms, long hair, beads, and boots, cannot determine whether he is a member of group 1, 2, 3, 4, 9, or 10. Here is where the tragedy begins. Sterotypes lead to prejudice and prejudice leads to conflict and mistrust. From there on the story is usually told by the news networks.

Creating Conditions for Learning for Non-advantaged Youth
Moses C. Davis
at
Colorado State University
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A few years ago when Britiannica began its circulation of the Syntopicon and the Great Books, the gimmick literature it used began with this question: "How far can you stretch your mind?" And in a very real sense we can consider ourselves in the mind stretching business. But are we stretching or challenging the minds? Or do we indulge in micro-thinking -- the natural function of truly little minds.

The dialogue of Rebecca and George in Thornton Wilder's Our Town is some hint of my concept of the universe. In this dialogue Rebecca and George are speaking of the letter sent to Jane Crofut by her minister, and they're talking about how the letter was addressed. It was addressed something like this: "Jane Crofut, the Crofut Farm (As we go through this will you notice, please, where we start with Jane Crofut, and notice where we end.), Grover's Corners, Sutton County, New Hampshire, United States of America, Continent of North America, Western Hemisphere, the Earth, the Solar System (and I have to insert the Galaxy), the Universe, the Mind of GOD." The billions of Galaxies, of which our Milky Way is but one moving in the universe in such indisputable evidence of a Prime Cause and the design for balance and interrelationships -- such a fact that defies human comprehension - - - suggests to me that though pretty infinitesimal as we now look at ourselves, it is intended that we are more than less part of the balance, and we must perform as a part of that balance. When Frank Borman was returning to the Earth from his Appollo 8 mission, you may remember that he talked about how the earth looked from 240,000 miles out in space, and he said, "Raging nationalistic interests, famines, wars, pestilences don't show from that distance - - - We are one hunk of ground, water, air, clouds, floating around in space. From out there it really is 'one world.'"

All of this says to me -- to us -- that we really cannot afford the insensitive luxury of micro-thinking. We must seek to be educators, not teacher: to truly educe, to draw out, to be facilitators of learning. (This seems to be our new image.) This leads me to our subject -- finally.

This subject suggests several things to me. Let's look at it again and let's read some things into this subject. "Creating Conditions for Learning for Non-advantaged Youth". This presupposes that learning should take place. Learning: growing to one's highest self; a lot of Jane Crofut's finding their spots in the mind of GOD. This is what is supposed to happen. This subject also suggests to me in this term "NON-ADVANTAGED" that, for some reason or other, the natural advantages that some people have had, have been subverted. Well, let's not say, "subverted"; let's just say "in some sort of way or other they missed out on some advantaged." Let's put it that way.

I know you've read Michael Harrington's The Other America in which he talks about the culture of poverty; and I know you have read some other studies which establish the relationship between nutrition and intelligence; and, you can see from that the relationship between poverty and intelligence as it later develops.

Now the conditions in this subject: conditions created by someone else -- for what reasons? To protect an ego investment? The primary purpose of school is not to provide comfortable and merely ego satisfying employment for adults, but a meaningful and relevant education for children. And such educational opportunity available through a unified (and I don't mean uniform) staff of enlightened, alert, sensitive, and informed persons in whom students can easily discern humanness. But we teachers too often seem to want to use schools to protect the images we've developed of ourselves.

We can be authoritarian. Or we can sort of indulge in "benevolent manipulation".

When I say benevolent manipulation I think of a math teacher at a certain high school. One evening this teacher commented to me, "M. C., I don't demand much of these black kids because they haven't had a chance so, I give them a break. But these other kids have to come through for me." And he went on with his beautiful little story. When he paused, I made the mistake of calling him an academic criminal, engaged in genocide of the intellect, because he was indulging in diminishing the abilities of some youngster -- by way of benevolent manipulation! (Keep in mind that we're talking about conditions for learning, and we're assuming that some people who must learn are being placed at a disadvantage.) So, we have to look at some of the things that placed them at a disadvantage -- not made them disadvantaged youth, but placed them at a disadvantage! I've said in many instances that, in my own way of thinking, there is no such thing as a disadvantaged person or a disadvantaged community -- it's a robbed person, a robbed community! You know that robbery is entered into with the knowledge of the robber; and when the robbery is over, the victim is at a disadvantage!

Therefore, you must see that we're talking about this kind of a learner, a person who is entitled to a learning experience, but who for some reason is <u>at a disadvantage</u>! This math teacher was continuing, by benevolent manipulation, to place kids at a disadvantage -- for what reason? So that he, in a rather missionary-type way, could speak of how good he is to them?

There were eight boys at a junior high school in Denver (a school that was largely white), who were primarily taking money from white kids. I called them in to the office and had them sitting around the table, and I said to these boys, "I'm not going to play any games with you, I'm going to tell you exactly why you are here." "I don't want you to waste any time defending yourself. Let's take a hard look at this: see what's happening, what's been happening, and decide where we go from here." Naturally, they immediately began to defend themselves. "You don't need to do that," I said. "I know it's happening and you know its happening; so, let's don't waste that time. Where do we go from here? Why is it happening?"

From that point on, everything that grew out of this came from those eight boys. The only thing that came from me was something like, "Oh, we can't do that on a certain day because the teachers are having a meeting that afternoon." - - - This is the only kind of contribution I made to what happened after that.

These are the things that came out of our little sessions. They's walk up to a kid and say, "Give me a nickel" or "give me a dime," If the kid said he didn't have any money, they's search him - even made him take off his shoes. Just eight kids "terrorizing" a big school. Here's more of what these eight boys said: "They didn't have to give us the money". There were a lot of kids who were asked for money; occasionally, when asked for money, one would say, "Get lost!" They knew whom to ask for money. They'd watch the kids coming down the hall and the white kids (particularly) who would act afraid, who would walk like they were going down a too narrow corridor, those were the ones they'd ask for money. Now every once in a while they'd ask a kid for money who'd walk like that who was scared enough to say "No" and mean it. Although I didn't completely agree with them, these boys pointed out that, in a sense, "It's not our fault that they're scared!" And then they pointed out where they felt the fault should lie. You know, the people, parents, and teachers, who taught these white kids that black kids are dangerous and all of this sort of stuff; so, they were living up to their reputation. They didn't want to disappoint these other kids after all they'd been taught. These youngsters who had been conditioned to failure were having some pretty good success in their little activity.

Youngsters who are conditioned to experience failure must somehow even be tricked or manipulated into experiencing some success; if we expect them to have more satisfying school experiences, we have to manipulate the circumstances so that they can experience some positive type successes. And here was an instance where some boys were having what we might call some negative successes and through a different sort of manipulation they arrived at some positive successes.

As a result of a series of conferences, after they started talking about why it was happening and how they went about their little business, they became an ad hoc committee and began to point out some things that were wrong with the school and how these things could be corrected, and they made some rather firm suggestions that we immediately began to implant. Keep in mind that this new committee was composed of boys who were making a big business of taking money from white kids. This committee observed, "You know, Mr. Davis, we ought to do something around this school to make every kid know he has the right to do his own thing as long as it's for the benefit of the school". And they referred to an all school show where some kids who were not black were laughed off the stage and their feelings hurt. So the committee decided to put on another school wide talent show and they gave it this theme: "Do Your Own Thing." They said they wanted to be sure that every kid in that school would know that even in a talent show, he had the right to do his own thing and that every other kid in the school was going to respect that. And they went about that school building, creating and talking up that idea, encouraging other kids to leave kids alone.

Now where does this tie into creating conditions for learning? I'll tell you this, I was in bad with some teachers in this school because they were wondering, "When in the hell is he going to punish those kids for doing that!" You know you've got to <u>punish</u> kids; you don't <u>talk</u> to kids, you <u>punish</u> them! Those teachers couldn't see that when these boys were running through the halls, they were either running to the office to get more of something or other or running to their classes. I'd tell these boys, "Don't come down here; you've got to go to classes now!" And they'd run. And they began to learn a few more things -- I think.

There was another instance where the kids at this junior high school wanted to walk out in support of a moratorium demonstration. The faculty panicked. "The kids are going to walk out! Oh good heavens! We can't have that!" And they began to devise some system to handle the kids who were going to walk out. One person said, "Don't worry about the kids who walk out, what are you going to do with the ones who stay in? Most of them <u>are</u> going to stay in. And since this moratorium bit has really gotten attention, it has even gotten enough attention to bring this group together to discuss it -- now, that's a lot of attention -- then that must warrant some special attention from educators. So what can we do with this?

How can we create a condition for learning by -- well, let's call it a teach-in? Help them understand the kinds of conditions in the world that lead to war, the situations in the world that lead to conflict that may not necessarily be war, and situations that lead to poverty -- which is another kind of war. How can we be creative at this point? Ask teachers in the various disciplines to attack this opportunity through their discipline. And think of the ways the teachers of literature could deal with this, teachers of science. Industrial arts teachers might have a little more difficult time, but practically every discipline can approach this subject of dealing with this idea that has those kids in an uproar.

What are some of the implications of some of these things I've just mentioned: a math teacher who was indulging in benevolent manipulation, and the eight boys who were no longer taking money but decided to put on a school wide show to impress upon every kid that he has the right to be himself. What about helping the kids understand the things that lead to conflicts so that when they walk out - if they walk out - they'll know why they're walking out. What are the implications of these?

People spend a lot of time cleaning up Cherry Creek in Denver. We accept as inextricable our ecological common involvement. We recognize the threat to survival posed by pollution, erosion, and waste of natural resources or the lack of conservation. But what about accepting as even more inextricable our common social involvement! And what about being frightened by the threat to survival posed by another kind of pollution and erosion and waste of natural resources as perpetrated by an insensitive prevailing culture!

Have you ever heard James Weldon Johnson's poem "The Creation." It's the Hebrew creation story according to Genesis.

In the last part of this poem, James Weldon Johnson says ". . . and this great GOD like a mammy bending over her baby breathed into it the breath of life and man became a living soul. Amen! Amen!"

I heard a presentation of this by a music educator. You've probably heard the presentation in which the choir does some background and a narrator recites the poem. At the end of this presentation, a young fellow, who happened to be black, said, ". . . and this great GOD like a mother bending over her baby . . ." I went to this music educator and said to him, "You're messing up James Weldon's poem. You're not being nice if you don't say 'mammy' in this instance. You don't know what James Weldon Johnson was saying. We educators have not helped youngsters to understand what James Weldon Johnson was talking about. We educators have not been teaching accpetance of true history, interpreting it accurately, and making relevant and meaningful projections into our future. We have been teaching self-rejections. And so we encourage this further by saying

"like a mother" instead of "like a mammy". Now let me tell you the difference between a mother and a mammy in that day! (There are no mammies today. Get that straight!)

"A mother gives birth to a child - a mammy gives birth to a child; a mother loves her child, a mammy loves her child; a mother loves other children, a mammy (here is where we really begin to differentiate,) even loves the children of the man who beats her; a mother wants to see her child become President, a mammy just wants to see her child live; a mother says, 'I'll watch him when he becomes a man,' a mammy knows that at any moment she could lose her child. So James Weldon Johnson didn't say like a mother bending over a baby, he said like a mammy bending over her baby. That's a much more intense look of love. Why? Because she has to pour much more into that moment, never knowing when that moment might end. So if James Weldon wants to say that GOD is really full of love, he's not going to say like a mere mother's love, he's going to say like a mammy's love." What was that educator doing? He was being benevolent, kind, generous, and he had this black kid reject himself and say, "like a mother bending over her baby." And any person who is subjected to self-rejection is really not in much condition for learning.

Thomas Carlyle said words to this effect: "For a man to die ignorant who had the capacity for learning, this is a real tragedy." The Bloom Study made in 1965 bore out some figures something like this. From conception to four about 50 percent of the mature functioning intelligence is developed; from four to eight another 30 percent; from eight to seventeen another 20 percent; after that, there is sort of a refining, expanding, deepening, or whatever you want to call it. But basically, what you're going to operate from, you had better look at those first seventeen years. Now look at Thomas Carlyle's words in the light of the Bloom Study. "For a man to die ignorant who (at conception) had the capacity for learning -- that's a tragedy." And look at us! Look at us; we who create a lot of tragedies and partial tragedies!

Some people say that integration is a condition that prevents learning. And in today's social setting, this word integration has come up and has gotten the attention of the President and the Vice President -- (bless him). Integration is one of our fears, one of the conditions we say that can prevent learning. I want to have you look at integration an additional way. I say that the word integrity is in there. Which means that the integrity of that something that's brought together with something else must be preserved. It doesn't mean to throw in and become one big blob. It means that integrity, that uniqueness must be respected. With that emphasis, shouldn't every class be an integrated class regardless of its ethnic composition?

If we begin to approach that kind of integration in the classroom, creating a really integrated condition in the classroom in which the uniqueness, the integrity, is protected no matter what the ethnic composition of the classroom, won't we be creating some better conditions for learning? And with such an integration for a setting for learning, I think we can approach each student in each class with four questions in mind: 1) What is it about you that you feel genuinely good about or that I can help you to feel good about? 2) Can you share this -- whatever it is -- in some sort of way? 3) How can all of us seize upon this for the benefit or the purpose of this group and the task that this group has before it? 4) As we all share this point of pride in pursuing our group goals, are you becoming a bigger and better individual? These four questions provide some ego satisfaction that is necessary for growth. There may not be as much need for some people, but there is this need that these four questions can lead us to satisfying. You know: "show and tell." That's really important. And when you show and tell about it, can you work it in here so that it will help us to accomplish our tasks? Here again we go back to the primary purpose of school to help youngsters become themselves at the highest plane possible for themselves.

There's a music teacher at Greenlee Elementary School in Denver who impresses me as being a real human individual. She has no image to protect. When we have an image to protect in the classroom, we devote our energies to protecting that image: I'm smart and I know a lot of things. If you ask a question that I can't answer, the correct response is to say, "Shut up, sit down, you're getting too smart!" But, this music teacher has no image to protect. When you go into her classroom you see a bunch of kids, and she's the oldest kid. She's really human and the youngsters reciprocate her love and can come to her. If something funny happens, the rest of the youngsters may have to help pick her up from the floor because she'll beat them laughing. And the kids learn! The kids at that school accomplish some things that people felt that <u>those</u> kids can't learn because they are "<u>those</u> kids."

Another thing we fear is community control. How are we going to cope with this community control? In other words, how am I going to keep control? I must keep the position for manipulation. Really community control is not the question to which we should devote our attention. We should devote our attention to the question of how to seek ways to be more responsive to the needs in a community. And we can't do that using such expressions as: honest Injun, working like a nigger, lazy Mexican, Jew him down. These expressions may help us be repulsive, but not responsive.

In the history of the Hebrew people, Moses made some promises to the Israelites. He promised them a land of milk and honey. In the history of <u>this</u> nation, at this nation's education, we've made some promises, and we all know the promises. Through education we'll

achieve a higher level of living, a higher level of consciousness, a land of milk and honey. Israel bought this package that Moses brought to them, so they left Egypt. This nation has bought this package that we educators have offered to them, and they've sort of marched out in massive federally funded programs and the like. The comfort of slavery under Pharoah was behind the Isralites as they faced the Red Sea; and the people had great fear and grave doubts. The comfort of micro-thinking you know, not really learning to think so that subsequently you can be well controlled on one hand; and the loud voices of dissent and disappointment and revolution on the other hand, and we educators tremble in our boots. According to the story in Exodus, Chapter IV, the Lord said to Moses, "Speak unto the children of Israel so that they go forward," and Moses used a seemingly insignificant rod or stake to lead Israel from that place. And although the people wandered for a generation after this, they did achieve their promised land. Now some general points for each of us to tailor to our specific situations. Do your own thing in a way that builds all of us. Get a little love in your heart; it won't hurt! (We're afraid of that word); Abandon any vestige of micro-thinking, and launch out in mind stretching: Invent situations that allow for success moments in a persons' life so that he can build himself, so he can look at himself and feel good about himself. Use those four questions in classes sometimes, keep them within your mind. And finally, as Moses with the relatively insignificant instrument that he used to tell the people to go forward. And really that's what we educators can do. We have a lot right in our hands if we will only recognize that we can go forward in creating these positive conditions. That'll help kids to learn -- and not to be "non-advantaged."

That's what it's all about.

(Discussion and Questions) following speech entitled: "Strengthening Morale in Teachers for Disadvantaged Youth." by Helaine Dawson

I came from a working class neighborhood. After I graduated from college, my mother would say, "Nobody would ever tell if you went to college."

I had to work at an early age to support my parents. It's this kind of thing. I'm able to identify with some of the problems in order to survive, yet I put myself through college. I had some help from my aunts and uncles--I didn't do it all by myself. I got birthday gifts; all these kinds of things have helped. Then I would tell stories and play the piano for children in the apartment houses. When I worked with the merchant seamen, I wanted to bring my mother down there because two-thirds of the membership were black and Puerto-Rican. I wanted to bring her down to show her how wonderful these people are, and how wonderful it is to know people instead of not knowing them and cutting yourself off from them and isolating yourself in a little group. So my mother came down at 4:00 in the afternoon. I wanted her to come in the morning, but at four in the afternoon men have been sitting there all day long chewing tobacco and spitting. They would try to aim for the newspapers that we'd collected around; but by the time 4:00 arrived, the newspapers were piled high with tobacco juice all over the place. Some of the guys were pickled because they were 'gas hounds', and that's the tonic down the hall. That's the terminology, 'gas hounds'. Some of them were lying on the ground. My mother would come in and step over them and she would say, "What is my daughter doing with the dregs of humanity?"

I think that many of us (and I'm not attacking anybody) have never lived in this kind of area--to know what it means to be poor, to know what it means to go without meals, to know what it means to have to get out there and hustle. Hustling is not anything that one wants to do. It's something that's forced on someone just in order to survive. It does cripple in some ways. It gives you a distorted view sometimes of life; but this is not the fault of the people who are forced into this kind of situation. When you come out of it and hear and listen and learn--that's what goes into my reward. That I give my students 4, 5, 6, and 7 years of learning. They call me Helaine. I ask them to, and they want to. This isn't any show like "Oh, you have little respect if they call you by the

first name!" Oh, it has nothing to do with that at all. You don't talk respect to someone, you don't get respect because you talk something. You get respect because you have earned it. We have to earn our respect and earn our acceptance, and to just come in as Dr. Hall wants you to do and say, "I know what's good for you and I'm going to tell you what's good for you, and you're going to learn it whether you like it or not." -- this is what turns people off. It's this kind of thing that turns people off.

Question:

But isn't that just exactly what you're doing? You're telling teachers what's good for them, that they need to be more sensitive.

Answer:

I intertwine it with experiences and with the human element you see? There isn't any other way that I have found of being more effective. That's my style. Now, I don't say that you have to do it this way. This is my style. I have arrived at this my way, and I'm me, you see. I'm sorry, but I'm me.

There is a resistance because you arrive at something and you feel, well, comfortable. So a change means that you're not going to be comfortable for a while; but you don't know what's going to happen; and you don't know how to help it. This is the thing that I feel is necessary in a whole new way of approaching teacher education--be prepared, the programs are very good. However, it has to be not just a drop in the bucket. So many things have to be done simultaneously. Remember we represent a cross-section of the public. So you find just as many people who are up-tight here as are up-tight anywhere.

Question:

Do you truly react to individuals or do you ever look for patterns when you're working with students?

Answer:

You're going to have to do both, you try to be as individual as possible. If you have a large group you may not be able to work with each individual as you would like to. Then what you do is, remove any barriers to the students. I think that many people use a desk as a barrier--they get behind it. I've been at different meetings called by my students, and there isn't a generation gap. It's a matter of attitude.

We focus too much on age, and it is not the actual chronological age. You can take two people with the same chronological age, and one is old and dead at 19 and the other person can be very much alive.

Certainly there are patterns but you have to be careful that you don't begin to stereotype and categorize, saying, "Here it is, we're in this black neighborhood, and of course, one-parent families; and all of them have arrest records." They aren't all one-parent families. There are many that have both parents and no arrest records!

Question:

You said something in passing about a problem that is always with us, and I think you have some answers that you might share with us: We have incompetence in situations where a competent person could bring about the sort of thing that you are talking about, and in all our universities and the urban school systems, we have persons who are incompetent to educate and that's why they got into administration. How do we deal with this?

Answer:

This is universal, international. I think it's very very complicated. If you go back into your respective districts and do something with some of the new ideas you may have gotten or ideas that you had that were latent and maybe have now come out. If you can't do anything else except in your own classroom, then you're helping a little bit in this direction. Because you have 20 or more students there whose feelings about themselves you can change or from whom you can learn. This is one little way. Another way is if you have met, worked with, or have had discussions with colleagues you have on the staff who think the way some of the people think that you are mentioning. You can help open up new avenues even one of these colleagues who may have thought a different way--after conversation over a period of time. You've seen this with your own eyes and you know how practical it can be and how you can use this with your students. Another way is the parents. If you're working with the community and bringing them in, and you get from the students to the parents and you get the community involved in planning; not that you come in and say, "Look, we know what's good for you, this is the curriculum", or just come and say, "Yes, I know". No, no, no, many communities now are getting very much more articulate, and they are learning and putting on pressure. Then you get community pressure and then political pressure.

The fact that they question--this should be one of the main objectives of education--to get people to think and become critical of what they see, hear and read!

I feel we have to have courage through all of this, but we aren't going to be able to reach students unless we really are open to them and to the community. This is what I feel is terribly important. So I'm sorry I can't give you one answer--it's all of these things. With the condition of the country the way it is now, it's very difficult because it's at a very conservative kind of a stage now where the general public says, "We're taxpayers, we don't

want to put any more money into education. Look what we did. Campuses are revolting, so we want more law and order." Many alumni of the universities are not contributing to the universities. The universities are having a great deal of difficulty these days because the research grants are being withdrawn, and these grants are for research and defense many times. Students have complained about this, so many of these grants have been withdrawn. Grants for health research have also been withdrawn. There are all these questions and you get people in your classes thinking and then they disagree with what's happening. Then many times they blame the teachers for this. So these teachers who are in these classes that are doing this kind of thing are pulled out.

Question:

You say that people are coming to the conferences and getting ideas and supposedly going back into the schools and carry them out. I wonder if it wouldn't be more appropriate that we come to conferences and we come to things like this, and that we become more attuned to people and not with just one person?

Answer:

Industry is way ahead of some of the education people in using some of these new techniques. I have this kind of a team approach for educational workshops that I call "Breaking the Communication Barriers." For the first time I could pay a number of people to come in and I wanted both sides of the coin to be shown--not just the classroom, not just education in the formal sense, but what happens outside. So I have somebody who is the deputy public defender, the only black public defender in the city of San Francisco. She is very much attuned to what the problems are, she sees the increases of juvenile arrests. One of the reasons is that they're not being reached in school. She's going to talk from that point of view. There's plenty of time for inter-action of the audience. Then there are the arts. There's going to be the young black artist coming up--. None of these people are well known. I'm not interested in names. I'm interested in the people from the community having an opportunity to show what they can do, how they think, not the labeled leaders by the so-called establishment, but leaders from the groups that they are living and working with. They have a great deal to contribute. Then there is a lady who has a high school education, recently appointed as a school, community relations supervisor. It only happened because the man who was in the hiring capacity was sensible and realized the importance of this kind of thing.

I think that people are going to be turned-on; they have been in many areas where they have been involved, have been included. You don't do work this way only in poverty areas, you do this way any place! If you involve people based on their needs, you're finally going to get away from this lack of motivation; but you can't do this

overnight. That's another thing people expect--instant success. Everything is on an instant basis now; you must have instant this, instant that, instant success, instant education. There is no instant education. Education is a process. You know that you resist things; as you learn it takes time. You see something today that you didn't see yesterday, that's how I know I'm learning. If you're not interested in life, change and in the excitement of living, then you're dead. It has nothing to do with age, it has nothing to do with color, nothing to do with ethnic background.

Notes from speech by Dr. Norman Johnson on July 13, 1970, entitled

"Developing Alternative Strategies for Working with Urban Youth."

Development of alternative strategies for working with youth.

Notion of how we define words - and what "disadvantaged" means. Certain cultural groups must be defined as disadvantaged people. People in our environment are culturally different. This implies that we permit people to be culturally different. World we live in happens to be a pluralistic world. Despite all the things we have been taught today have never been a melting pot. Confusion because of rules set down in what is taught, as 6 basic processes in sociology. Regidity of concepts--many accept.

If we put new concepts on top of this, another notion comes forth which is more powerful. Many blended but at same time kept a list of differences. Mexican Americans, Indian Americans and Black Americans can't blend in so easily.

New generation - "unisex model". People want to use their capacity to blend. If man has son in new generation, he wants to make him over into his own idea of what is right - and keep capacity to blend.

Indian - and Mexican Americans recognize in white people potential enemies. So say, they will lead, white should follow. This is very idfficult for white person to accept.

One of the ways to organize in order to communicate with young people is to strike an effective bargain which allows both to gain at least the same thing. Make possible to achieve some kind of goal together.

Taking look at actual history of Black Americans. Their place in U. S. History, Revolution, Civil War, etc. Considering sociological theory that man is adaptive, these subcultural groups have adapted to certain set of circumstances with which they were confronted - people without capacity to blend. Given time dimension, they did emerge quite differently from some other groups, namely those groups which had the capacity to blend.

Two parts to society - basically large parts - white part and black part. Capacity to belnd on white side. History gives evidence which suggests there have always been a series of some sub-units which have operated in a pluralistic way with the units having a cacity to blend. White group. Much time and energy has been spent on problem of including some other units in the pattern. Previous strategy has not worked because it is obvious that it is useless until someone admits that color has no importance in America. What are behaviour patterns which we fill in order to accomplish goals?

Behavioral models.

Observation of how young people in Columbus, Ohio, did not go to University. If they did go, they always performed the same irrespective of measures which claimed to make students perform differently. Black students at Ohio State performed like anybody else, with one exception. Female students did better. Black community probably survived because of the black female. She had all the information. Important ingredient for survival.

Why did Black students perform the same as others, except Black females. Usually income is a crucial factor in performance. Students usually had enough income - lived in their own homes, parents worked. What made difference was that they were part of a common culture. Took it to themselves to perform well.

Differential access. Blacks don't have same results because of structure, although they are differentiated from others. Black females come closer to the main stream model because they understand the model. Have opportunity to see it. Difference in amount of differential access is responsible for tenuous family in the Black community. Among married partners. Difficult to achieve good balance between couples when there is this difference. Society that dictates males are dominant.

Why haven't we been able to see this, and why is it always easier to point out the exception? Similarities disguise what is different.

Example of working in a school with five students, from whatever cultural group, it is reasonable to assume there will be some conflict. Goes beyond color. In changing situation, conflict increases as numbers increase. How to handle situation. Don't keep them apart - create situation so they can get together. Find projects which can only be solved by working together. But it is necessary to admit that there is conflict--not pretend that it does not exist. When there is conflict, students must be separated if there is violence. Create safety valve so situation can explode every now and then. Don't be fooled by external calm. Internal combustion just around the corner.

Current of relationships attained in a conflict environment. Concept of bargain - one learn from the other. Player-Coach model. Rather than teacher-student. Obtain interaction between pupil and teacher using Player-Coach Model. Creates framework of inter-action, because players get chance to use their own initiative. Makes me a party in the bargain, makes me take some of responsibility for the bargain. Both having some knowledge to impart to the other. Most students not ever given control over their own situation.

There is a market place which requires certain skills. Criteria is whether you can do the job. Pose this problem to all students from any cultural group - one day they will be in the market place.

Can they do the job?

One must understand what he can contribute. Be able to say Here is what I can do. Be willing to admit "Here is what I am."

Question of options-how many does one have.

Where does one fall in the social structure. Location of teachers in community.

What does a black teacher see who walks into a classroom? Until a few years ago he saw himself - incapable of helping. White teacher in black classroom also unable to help. If teacher recognizes student's right to control own destiny, can make bargain so each learns.

Contributions of An Interdisciplinary Approach
to Vocational Teacher Education

Panel discussion Dr. Johnson, Dr.Cefkin, Dr. Darcy,
July 13, 1970

Dr. Cefkin

Political science is concerned primarily with policy. Aristotle was the first political scientist; he talked of subject as a policy science.

Three things in political science pertinent to education of students, especially those in ghetto areas, at any level. First, is the place or role of institutions of government. The second is with process of politics. Third concern, the issues which motivate the political process.

Consideration of all three is the realm of political science.

We must come to grips with the interrelatedness of theory and practice. Theory is not simply an exercise of idol contemplation. Includes wealth of understanding based on experience, and is a summation and conceptualization of practice. Provides insights and allows for effective action. But at the same time, it is devoid of action itself.

How do we implement this notion concerning the place of students in the political process? Would be a good idea if candidates could come and speak to students, with responsibility to report to their parents what they had heard. Then report back to class on their talks with parents - would serve clarifying purpose.

Of special importance with disadvantaged youth is raising the question of whether it is really possible to work within the system. System defined as what it calls itself, namely demoncracy, and what democracy really means. Context of community politics - majority decides, minority has rights-must be clear. Do we really accept this notion as true, has to be clarified to students. There is at least the suggestion in the notion of "ghetto" that the system can't work, it shouldn't be permitted to work and has to be altered. Rather than working through the system, time should be devoted to seeing how the system can be altered.

Review ghetto experience of other ethnic groups which have made it in today's American life. Example of latest development of Blacks moving into the suburbs at an almost spectacular rate. This situation has had great impact on their political thinking - has restructured their politics. This does not suggest that what works for one ethnic group will be sure to work for other ethnic groups, especially in dealing with ethnic groups which are identified primarily by racial characteristics at a glance. They make a racial ethnic group as distinguished from a linguistic or cultural ethnic group.

There is a real need for some perspective in political history in dealing with disadvantaged urban youth. We have become increasingly aware of the gravity of the problems and there has been no lack of articulating the need to do something about it. Some degree of optimism would arise by gaining perspective, regarding ethnic groups that have made it in American society. These successful groups to preserve a society which they feel has worked for them. Perspective also important to understand how disadvantaged youth are consumed with their own problems. Raising question of how we can create a perfect society. Striving for perfection in the end leads to two things. Leads us ahead to progress, but also we never really achieve perfection.

In the end, the expectation that we can solve the problems of our time by a single minded attention to our problem, without regard to the problems of other people in other societies is bound to fail. The desire to cope with America's problems by some form of isolationism is unrealistic. It is possible to work at solving American problems at the same time we express sympathy and direct efforts toward problems of other societies. We cannot isolate ourselves, but must find a positive role for America to play in world affairs. In order to find this role we have to deal with the problems of rich countries and poor countries and deal with other ethnic groups in national and international affairs.

Dr. Darcy

What is the system that an educator would like to help young people understand and contribute to?

Socio-economic system - source of tension and frustration among youth.

Importance of jobs. Primary source of income, also represent participation in the creation of goods and services, and their production. Represent opportunity to become a part of the value system in the American socio-economy, and work experiences help shape values.

Responding to the needs of the disadvantaged - recognize that there are differences; skill differences, work experience differences, ability to function as part of a group, etc. These differences between the disadvantaged and the non-disadvantaged are very important. We need to recognize that we have two systems of values, and two systems of value-action-behavior mechanisms. One system might be labeled ceremonial, and these we might try to overcome. Through education, we can learn to discern those differences among people that are not very important. Skin color is one of these. Other differences are highly instrumental such as education, skill, ability to perform effectively within the context of a particular socio-economic system. Overcoming disadvantaged means helping people achieve skills and attitudes which will allow them to function effectively based on instrumental values.

Economics has much to offer teachers of disadvantaged youth. Teachers with understanding of how the economic system functions. The teachers can communicate this understanding to their students. By economic system, we mean the full pattern of interaction among resources. Includes human resources, technology, institutions - family patterns, social behavior, etc. Teachers can help students understand the nature of the interaction among the resources, technology and institutions. Education should provide a better understanding of this socio-economics system, how it operates, how to take advantage of expanding opportunities.

Dr. Johnson

Panel Participation.

How do we perceive concept of work? "Efficiency" is a value diminishing in importance. This gives us the challenge to re-examine the whole process of work, not just output. What other functions are performed by work?

Young people from upper economic strata are abandoning system. They know they have the option to do this for a while, and come back later if they want to.

Is the work value ethic at stake? How will this ethic hold up under increase of population and technology?

Employment today - over 80,000,000 jobs, and these numbers will increase. New jobs will come from needs of affluent people.

Our socio-economic political system will not be viable unless we provide skills, jobs etc. Problems of institutional change will force us to provide solutions. Forces are at work which will demand certain kinds of adjustments.

How can changes be made in teacher education in order to prepare teachers for the new situations? Universities should begin to evaluate what has been done in the last 10 years. What payoffs in the systems used in the 1960's?

Would it be appropriate today to restructure secondary education or even at the primary level?

Many educators feel they have been doing this. Feeding manpower into the system.

Have students been prepared to enter labor market with greatest possible number of options? University education system is failing in this - not providing "opportunity for learning out of experience." Turning out people who lacked skills for coping with problems.

It's time to examine interrelationship of vocational disciplines in a vocationally oriented society.

Life experiences, such as work, as important as university? How can they be integrated into the preparation of teachers? Much regidity in universities in regard to their curriculum approach as consumers of learning within the university.

As consumers of learning, students preparing to teach vocational education can do much to get skilled university people together, demand an interdisciplinary approach as it relates to their life experiences.

Group Discussion -

How can we do a better job of interdisciplinary concern for teacher education? In past we have added another course, but no functional influence.

Hybrid persons is needed - trained in behavioral sciences, who sees primary function as teacher training. There are a few now. Neither educator nor social scientist, but somewhere in between - easier to evolve in the College of Vocational Education or Education than within traditional academic atmosphere.

Involvement experiences in communities lead to interdisciplinary concerns:

1. Interns required to live in community - discussion of what they see, practicum experience, etc.

2. Actual employment in local areas as waitresses, etc. - a day to day contact situation.

3. With a program such as Head Start, or similar.

University teachers do not know the effects of their efforts. The consequences of their efforts are mixed with other things occuring at the same time and then time lapses during the development stage until termination, and the effect of their efforts cannot be assessed. We should assess the outcome of what we are doing so that we can say this set of experiences has these consequences and we think these are desirable, or vice versa. Long term research is needed to answer the question, "what kind of educational experiences will produce what you want?"

One has to realize his capabilities and things accepted by the community - many people get off the track. Close collaboration between University and parents in community is important - they can help work out the kind of experiences important for teachers to understand in community.

Why put the teachers in the community? Why not take people out of the community and put them into the teaching profession? Experiment - 78 teacher's aides in inner city - teach in the morning, take classes in the afternoon. People are recruited from the community itself to teach within the community.

Possibility exists that these recruited persons will change their perspective and will see problems differently and may not contribute what you want them to contribute - they may get their college credentials and then see things in a different light and then not be doing what you wanted.

Person coming from the area may be "in-tune" with the community. But once they are professionals, they are coming from a different corridor than the parents in the community are. So the parent's reference point may be more meaningful then.

Again we need hybrid role - someplace between the extremes - a person to work jointly as a mediator between parents, schools, and the universities, not someone who just transfers knowledge to someone else. One strategy for organizational change.

Changes in educational systems take so long that by the time everyone agrees on the change, the perspective has been lost - everything else is changing so fast. What could be done to hurry proposed changes?

One relevant thing is the extent to which the department as a whole is threatened. We become more responsive to what the needs are when we are threatened. Proposed changes will be adopted more rapidly when the department or University is under the greatest threat. However, a long term study would be necessary to decide if a program is going to work - no getting around that.

We could commit ourselves to deadlines.

It is hard to introduce change unless you can capitalize on economy, security, or prestige, which organizations are trying to maximize. You have to use these as a sort of reward.

We could change status system by evaluating principles and teachers on the basis of improvements due to changes they have introduced.

Do innovators come in for 2 years and leave? Changes are better made by outsider coming in than by an insider being promoted. Two outsiders in a row are too much, however. Some places are afraid of outsiders and so the tenure system is used.

Young people have introduced as much change as they have because from their point of view, they have little to lose and they will take the risk - our organizations will not take this risk.

Parents need to have some say about school - what the kids are getting, etc. But parents are reluctant to say what they think for fear of repercussions for their kids.

Open enrollment helps because parents can take their kids anywhere, and the school does not have a monopoly on the children.

Must get people to a point where they feel safe in taking certain risks which are necessary to make change.

Human contact is the best way to create change.

Many people do want changes, but educational system does not help them to know the processes by which you can make changes.

What about competitive courses - professor offers course and explanation of course and students can reject it if they like - not required - professors must compete with other professors for the students.

Innovations And Hang-ups in Teacher Education

by
Sam Wiggins
July 14, 1970
Institute VII

I have been sort of curious - when I see the word "innovations," I step back to see whether the word is a good word or a bad word. I wanted to share some of this with you. I first get the idea that you in Colorado are doing a good deal of innovation on your own with the Olympics that you are scheduling for 1976, and I do hope things go well .... Another one that came from yesterday's Denver Post, showing again that the word "innovation" is a good word. No matter what it is innovating, it is something nice to say, something nice to do. This is on the financial crisis at the college...this was the headlines on the Denver Post yesterday, and one of the presidents said that the financial plight may not only endanger the continuation of entire departments and schools, some of which have already been curtailed, but also introduction of innovations and the construction of new physical facilities. I do not know which presidents like better, new ideas or new facilities, but they are both innovative.

As I left Cleveland yesterday, leaving in the midst of a number of crises...one, we had no public transporation - the Cleveland transit system is completely paralyzed; the garbage collectors were not collecting anymore. It is a good time to get out of Cleveland. The other is, that in Warrensville Heights, in the suburbs out there, there is a superintendent that also does some evening division teaching for us, who has recently been fired, and there has been as a result conflict in a community in transition with the blacks moving in and the whites not knowing quite how to cope with what they perceive to be a problem, and the superintendent, trying as best as I can figure out to develop a sense of community. So the board votes 3 to 2 to fire him, and they are having a trial of the board of education, and have had for about the last 2 or 3 months, so the headlines in Cleveland... yesterday morning were describing the cost of the trial.

It has already cost that little suburban community about $50,000 just to see whether he should or should not be fired. Everybody knows that this is a foregone conclusion at this point, because two of the members of the board who voted to keep him are not even going to trial any more. But the part that interested me in connection with our being together, is this - if I may read a portion of it - there are 20,000 people in Warrensville Heights, and they perhaps more than most suburban residents have been affected by the two great movements of America in the 1960's: the one, the whites away from the blacks and the blacks away from the slums. The other was a movement away from a political center toward conservatism or liberalism, and this has a new meaning to us now, with almost no ground for compromise, and the stereotyping of each group by the other unitl all conservatives thought liberals dropped acid and plotted revolution, and all liberals thought conservatives burned crosses and regarded war as a natural pasttime. Into the middle of this situation descended Morris S. Mr. S. is 42; he is director of Education in the Cleveland Heights School System. He had the reputation of being an "innovator", and it is always nice to say that you know a superintendent who is an innovator. That is all of that.

The other preliminary that I wanted to share with you is a little bit of inside information on today in Cleveland. There is an innovation in terms of University School cooperation, because I sat in with the superintendent of Cleveland schools, and his administrative staff each Monday morning when I am available, and I really know the inside story of the Cleveland school - political aspects, economics aspects, etc. Today the Cleveland Board of Education is meeting to determine whether or not to initiate the bond levy vote for next year in connection with the budget. I want to share with you something that is very fundamental when you talk about metropolitan education and innovations. It is one thing to dream about all the things you could do "if", and it is another thing to determine how you can improvise anyhow. This is an example of it here. In Miami Dade County, Florida, they are still operating on half day sessions there-all over that area. There is a financial crisis here that I want to illustrate, and that we must not back away from, and to talk about innovations in terms of pilot projects away from, if I may use the term, the real world. No matter what we do, we are talking about the meringue, rather than the substance of the pie. The superintendent and his political strategy to get money for the schools next year is doing two things, among others that I will not mention. One of them is that he wrote a letter to two of the daily newspapers and to other key people in the mass communication media, and he gave them enough information explaining the need of the Cleveland Schools to attempt through them to shape public opinion, so that editorials are now coming out supporting the need for additional funds for the Cleveland Public Schools. But let me show you what the crisis is, what has happened, and what the position of one superintendent is in terms of trying to move ahead. Nothing dramatic, just trying to keep on making a reasonable amount of progress.

Copy of letter to Mr. Tom Borgman, editor of Cleveland Press:

"Dear Tom:

The July 14, 1970, meeting of the Cleveland Board of Education will be one of the most important meetings this board has held in several years. At this meeting, the Board, according to state statutes must adopt its proposed budget for the fiscal year beginning January 1, 1971. The Cleveland Public Schools face a very serious financial crisis. This relates to 1) the large number of children whose education has been traditionally neglected - Cleveland has 7% of the state's population, and 30% of the state's ADC children, or about a 4 to 1 ration. We have an abundance of the poor. I think this not atypical....in most metropolitan areas. A statuatory reliance on a tax duplicate that has put us in a financial straight-jacket - as the needs get more acute, the resources get less. If there is any group of children that must have more education under better conditions, it is those who live in urban centers.

Recently in the Cleveland Public Schools, we have been able to: abolish kindergarten waiting lists; we have abolished half-day sessions; we have opened pre-school centers; we have opened libraries in every elementary school; we have opened an adult day high school; we have established a supplementary educational center; we have bilt new schools, classrooms for 25,000 people in 5 years - the total enrollment in Cleveland is about 150,000 - we have provided more teachers, teachers aids, consultants, we have expanded vocational education by about 400% and the prospect is that within the next 3 years, we will at least double again; we have improved the quality of educational materials; a new sense of invovlement with parents has been developed.

Now, let me go over to the scary side. This is happening - there is a deterioration of the values of property within the inner city, and this means that the tax available from this property is being reduced and this is almost a random description of a few values. June 26, one parcel, #138 was valued at $203,000, is now valued at $105,000. That means the tax from that property has just about cut in half. The next one jumps from $199,000 to $108,000. I say this to you because to talk about innovation outside this grim aspect of urban America is really just to whistle Dixie, for unless we come to grip with this kind of problem in terms of a larger financial base or other forms for financing, the schools of urban America are going to die, no matter who the teachers are, no matter how hard they try."

Questions: Why did Paul Briggs feel the need to let the editors of the newspapers know what he has been doing?

Was providing the editors with hard core data making their job easier for them - the editors were already on his side.

If there is any one area of education which would make a major dent in the problem of educational improvement for disadvantaged youth in metropolitan areas, it is, or should be, the area of vocational education. Whatever else separates disadvantaged youth from those that are more advantaged, there is the wide chasm of economic self reliance, which in a largely materialistic culture separates the haves from the have nots. Any adult in economic bondage can be no more than half free.

A search for innovations themselves may be a symptom of inadequacy or insecurity. Yet, that is where much of the money is. Example of the Ford Foundation in Arkansas trying to buy the State Board of Education so they could do their "own thing". State Department would work with Ford Foundation but was "not for sale."

Art Buchwald - Grants for innovative efforts in the Public Schools. External funds are available only for studies and planning of innovative or experimental nature. Once a school system or University has established a means of educating youth, the subsidies are no longer available. You must have a plan that no one is sure about or it cannot be supported. People in foundations and in the federal government are anxious to support something that is flashy and something that shows substantial promise. If you work at it over a period of time, it does not interest these people - no headline value.

One problem with innovation is that it has so many sound and promising ideas which have been ruined by their foolish friends. Sensitivity training and differentiated staff-both excellent ideas until we get a hold of them and make projects out of them. The trappings of education can be snares and delusions to the educator who is more deeply concerned about educational progress than educational fashions. It is easy to see how we can be trapped by this allegiance to innovative nomenclature because no progress can come about except through innovation.

The respectability of vocational education and the status system of secondary and higher education is a real concern. In Athens, the slaves were taught vocational skills-for labor-while "free men" were taught the liberal arts and vocational education was demeaning.

In addition to teaching vocational skills, it would be wonderful if we could say to these people, you will get the coveted Bachelor's degree if you will accumulate so many hours in whatever you would like to study, be it English, Sociology, etc. Just take whatever you would like to - you are an adult now - This is one of

the most fundamental and promising things I think we could do. "Modern democratic society does not regard labor as disgraceful - on the contrary, it regards leisure with suspicion" - written on the Harvard campus years ago. Either the professors were stating empty rhetoric or were out of touch with the educational system. A private institution sometime ago denied admission to the valedictorian of a large urban high school because one of her years of English were listed as Business English rather than Academic English. The major strand running through all professions must be a commitment to the service of society. If any other motivation transcends this commitment, we are debasing the profession in a way that exploits man's human needs rather than serving them, and that is why it seems to me that vocational education and vocational teacher education should be at the top of the list in terms of their utility to society. Our higher education system is in jeopardy because we have not focused upon society's needs as much as we have focused upon status maintenance.

Three remaining categories of talk: 1. Discussion of some of the most promising of innovations in teacher education in general terms; 2. Consideration of the real world and our various misconceptions of it.

Most promising innovations are not the more glamorous ones, but they are the expressions of ideas developed by groups who will themselves put the ideas to a test and honestly assess the outcome of their efforts. Innovators should not seek "the grand design" - we still need to work on it, but in the meantime, we need to work on the more realistic smaller innovations.

The Upward Bound program a few years ago took high risk high school grads and gave them a summer program so they would be successful Freshmen. Produced disenchantment because we were working at the symptom level rather than the problem level.

In 1964-66, I was working on a higher education study in the South dealing with 3 forms of disadvantaged: 1. The disadvantaged race as a desegregation study. 2. Economics disadvantaged. 3. The Social disadvantaged. The root problem of lack of success in the South was that we did not have University faculty who knew anything about how to work with these students and the only way to make progress was to grow your own faculty - so an Instructor Counselor Program developed this year. Developing instructors and counselors who will learn how to work effectively with underachieving College Freshman.

Triple T Program - "Why do we have a surplus of teachers and a shortage of learning?" Because the trainers of teachers are no good. Why are the trainers of teachers no good? - grad students, etc. Because their professors were no good - the doctoral programs were no good - the professors who are training doctoral students

are no good - that is where the problem is. The TTT was conceived as an idea to improve doctoral programs so that the new people who came out of the program would know that was real, what was valid, and so the new undergraduate programs would be much better in four or five years and then in another five years, the teachers would be better and in another five years, the teachers would be better and in another five years the pupils would get better. It did not work that way. The fourth T - the major professors, the advisors of the students was omitted. The concept developed out of a political power idea that you are not going to have a good program if you must have the College of Education - must have also College of Arts and Sciences, English, History, etc. Academic and professionals should be included. Community should also be included in the TTT program and the schools - as some of the schools have threatened to train their own teachers. There are now about 42 programs in America working with Triple T. One thing that bothered me about the Cleveland program is that no one said anything about Vocational Education. No attempt was made to include Voc. Ed. as an integral part of teacher training. We introduced this idea, and now at Cleveland State University, we have Voc. Ed. section in our teaching training program.

In teacher education we need to develop the kind of teachers that will respond creatively to two problems: 1. How do you introduce subject matter in a curriculum that is basic in the lives of boys and girls in terms of their self-reliance, not only in economic terms of vocational education, but that is pretty good as a starter- not just fixing a bike for a child, but helping him to fix the bike for himself. If the child cannot keep a bike in the Project area - 5th grade class should discuss why not, and perhaps go to the mayor of Cleveland and state that the City of Cleveland should provide a place where bikes can be kept.

Innovations are all around us.

The real world is different things to all of us. To the politican it is where the votes are; to the publisher it is where tomorrow's market is; to the teacher it ought to be where the learner is. The real city is not the inner city, the outer city, nor is it rural America. It is not even little America. It is not black or brown or white students, it is human studies. It is not vocational nor liberal education. The sooner we can grasp the fact that reality is far bigger than any of us can possibly conceive it to be, the better off we are. The sooner we learn that neither we nor anyone else has the cure-all innovation, the sooner we will settle down to unglorious hard work and realistic thinking that brings about progress.

The greatest innovation of all is the pooling of judgment and the pooling of effort and the identification of educational needs and the devising of ways of meeting them together using every promising idea that we can discover, but chewing them well before swallowing.

WHAT WE CAN LEARN FROM THE TEACHER CORPS EXPERIENCE

by
Ronald G. Corwin
Professor of Sociology
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The devastating critiques of ghetto schools, leveled by Coles, Friedenberg and others in recent years, have called our attention to the need to improve the caliber of teaching, and perhaps of teachers as well. However, these critiques also have been misleading to the extent they imply that the problems are unique to teaching and can be blamed on the type of people who enter teaching. The fact that nearly every profession in this country is now under criticism for failures with lower class clients is enough to suggest that the teachers' ineffectiveness with lower class children is part of more generic problems, not the least of which is a general ignorance about how to adapt the professions to changing circumstances.

The professions are not known for making radical changes in their basic procedures and premises, and yet that is precisely what they must do. Those premises are based on a dominant American ethic in which the individual is held responsible for his own fate, and this idealogy is simply no longer credible in an era when large, identifiable segments of the population are clearly implicated in problems. The model of a technically skilled, professional practitioner treating a receptive, often docile client must be replaced by a new model, in which the priority is given not to the cognitive, technical knowledge but to ways of motivating clients to accept treatment and otherwise establishing affective rapport with them. The problem is how to do it.

Today I want to talk about one program which has begun to challenge some of these premises -- The Teacher Corps. But I am going to focus primarily on its problems, because any such program must overcome them and because I believe we can all learn from them. I want to emphasize that I do not pretend to be evaluating the overall effectiveness of the program in any balanced way. We are not ready to do that at this time. Suffice it to note that given the obstacles, the Teacher Corps has, in my opinion, made a significant contribution to teacher education in this country.

My comments will be based largely on interviews and impressions that we have gained after two years of study. Our procedure will be to identify and critically assess several strategies for organizational innovation which are implicit in the procedures used by the Teacher Corps.

First, it may be useful to sketch the broad outlines of the program, realizing that it is complex, requiring the cooperation of federal agencies, universities, public school systems and community agencies.

It is, first, a federative system of cooperating agencies in which innovations are introduced within the existing organizations -- and in which final control tends to remain at the local level. Given this mutual dependence there will be a tendency to avoid extreme departures from prevailing practice which could threaten the autonomy of the separate agencies. The only alternative is to bargain with established institutions, largely on their own terms.

Once the innovation has been adopted, the advocates will be in a better position to gain broad support and to demonstrate that the innovation can exist outside of "hothouse" conditions. But it also means that opposition and red tape will be faced from the beginning.

Secondly, the program is in reality several component programs -- e.g., pre-service training workshops and college courses leading to the M.A. degree, on-the-job work experience, community projects. Being a locally controlled program, it varies widely from place to place and from time to time; it is therefore misleading and often hazardous to make statements about such programs on a whole which do not take cognizance of the variability. Because it is complex, its introduction is likely to affect many parts of the system, but since it can be divided into separate parts, there is a tendency for some to be more accepted than others.

Third, this program shares the prevailing conviction that teaching can be improved by attracting different kinds of people into teaching, in this case liberal arts graduates who otherwise would not have entered the profession. Our data show that these young people are more change oriented, socially liberal and less committed to the existing system than other new teachers or graduate students in education.

STRATEGIES OF CHANGE

Within these dimensions, there are several implicit strategies of change incorporated into the program which are worth noting today.

First, the program deliberately seeks to use marginal increments of funds to trigger the latent forces for change within a system. The funding for the ten programs in our sample averages approximately $390,000 per program, or a mean cost of $6,900 per intern. The outside and temporary nature of the funding means that the program will be marginal. There are few incentives for long term career commitments, so positions tend to be looked upon as interim jobs, or stepping stones. Temporary assignments to teach courses in the program may create shortages in regular courses which cannot be adequately filled with the "soft money" the Teacher Corps can provide.

Of course, the Teacher Corps has been integrated into some universities more than others. But the basic question remains: can a marginal program act as a catalyst for change in archaic universities?

MULTIPLE GOALS

Another strategy which is used is probably prompted more by the program's own immediate needs for survival and expansion than its official mission. I refer to its efforts to achieve a large number of goals simultaneously. The Washington office claims at least nine objectives with unknown and shifting priorities. This profusion gives the program considerable maneuverability, allowing it to appeal to and adapt to a large number of audiences whose support was originally needed for the survival of the program and is now needed for its expansion. But it has resulted in a dilution of the program's potential impact and visibility as it has attempted to spread limited resources in many directions, and to be responsive to outside pressures to change, especially to those from Congress, which has already forced the program to decentralize, and to distribute programs among the states without regard to the number of disadvantaged children.

Another consequence of this strategy has been to permit individuals to set their own goal priorities, which has promoted conflicts within programs. One split is over the merits of trying to equip interns with cognitive teaching skills as opposed to giving them experience which might help them to better establish rapport with impoverished children. Most groups (teachers, interns, principals and coordinators) give their primary emphasis to this latter, affective dimension, but team leaders and university faculty members stress the cognitive objective. While most groups also believe that the first objective is being adequately achieved, if not overemphasized, they say that the second goal is not being accomplished.

A second split develops over the emphasis which should be given to assisting local schools relative to helping these schools innovate. Teachers believe that too much stress is being placed on helping interns try out their own ideas, but interns and team leaders do not believe that this aspect is being adequately stressed. Principals and coordinators were especially disappointed in what they

believe is the insufficient assistance being provided to their schools, while university faculty members believe that this aspect is being over emphasized.

In view of the stress which Washington, D. C., places on the team as an agent of change, it is remarkable that only 25% of the 800 people interviewed in ten programs mentioned developing and disseminating innovative approaches to teaching as one of the primary goals, and only 9% mentioned the prospect of serving as an innovative force in the community.

What is signficant about all of this is that among the ten programs in our sample, there is an intriguing direct correlation between the level of support given to a program by school principals (estimated by interns and classroom teachers) and the percentage of classroom teachers who say that the primary objective of the program is to provide them with assistance; their support was not correlated with teachers' emphasis on helping interns try out their ideas. Even more interesting, principals' support for the program inversely correlated with our indices of changes that had occurred in the program, i.e., introduction of new techniques for teaching and community activity. In other words, principals were supportive to the extent the program provided assistance but withdrew support when the program was achieving a modest degree of change. This raises questions about the feasibility of introducing change through the cooperation of the local schools on any widespread basis.

CHANGES IN FORM

Meanwhile, back at the college, how do those in the program manage to steer a course between the poles of providing assistance for the existing program and spearheading innovation? It isn't easy, but the two strategies widely used apparently are based on the principle that if there are enough superficial changes in external form, more basic fundamental changes won't have to be made.

One strategy here is to make minor alterations on what already exists. Thus, while a clear majority of every group queried reported that they had observed modifications in the existing college courses and increased attention to education of the impoverished from various racial and ethnic backgrounds (including more course work in the social sciences), nearly one in six interns, teachers and principals and coordinators rated these courses of slight or no use. Other evidence of change beneath the surface is not clear cut either, but many of our informants had reservations that anything fundamental was happening. Interns were especially critical toward university courses, more so thanttoward any other phase of the program. They generally regarded them to be less useful than their experience in the schools. Only one in six respondents mentioned

university course work as one of the most relevant aspects of the in-service program for helping interns to become more effective teachers. Although over half of the university faculty members and program directors rated university-conducted pre-service experiences as excellent, only 15% of the interns and team leaders did. Moreover, three-fourths of the interns and similar proportions of the other groups identified course work as the least relevant aspects of the program. One-third of the teachers and nearly half of the interns and university faculty mentioned want to reduce university course work more than any other phase.

One reason people are so negative toward university work is that they think it is less important that teachers have acquired cognitive skills than that they possess certain personal qualities such as the ability to understand and relate to children; a sincere desire to help children; respect for students; and love of children. But perhaps as a result, both the team leaders and university faculty members tended to believe that interns do not consistently learn the necessary skills for teaching in the classroom, and are naive about the schools insofar as what should be changed and how it should be changed.

Another reason for rating course work so low is that well over half of the interns and team leaders are dissatisfied with the competence of their supervisors, and professors are criticized more frequently than any other group, especially with regard to lack of knowledge about how to teach the disadvantaged. It was frequently reported that most of the professors ignored racial and other minority group problems and where there is a serious language problem connected with the disadvantaged group, universities often have failed to provide courses in the second language. One of our interviewers relates that:

> "Many of the university courses she (an intern) described as "glib" such as one entitled "The Sociology and Anthropology of Disadvantaged Children." In this course she claimed, the instructor had the students clip articles from TIME on ghetto problems and then give reports from same in class."

The majority of interns are willing to rank "almost none" of their professors as superior teachers and over four in five of them rate less than one-half of their teachers as superior, with variations from program to program. Their level of dissatisfaction was directly correlated with the one quality of their own undergraduate college (t - .66 controlling for quality of present college).

Under the circumstances, interns often felt that it was up to them to bring the "nitty-gritty-practical problems" into the more "idealistic" discussions of college classrooms. Rather than absorbing such material, the interns tended to confront the professors with their

underlying assumptions. They were in effect saying that the training still too closely approximates the standard training programs without providing needed skills and was still turning out professional teachers who are not necessarily attuned to the immediate problems and needs of the disadvantaged.

Faculty members tend to be defensive, complaining that interns are too radical, "too hippy" in appearance, tactless and unduly critical and rude in the classroom, and using the classrooms to indoctrinate children with a close-minded liberal ideology unrelated to their subjects. Underlying these complaints are the implications that interns are anti-intellectual and naive. Characteristic of many of their generation, they are concerned with the immediate problems, and disrespectful toward knowledge which mightbbe useful only in the long run. Even those professors who admire other nonconventional aspects of interns express suspicion that their complaints about the "irrelevance" of the curriculum are often mere rationalizing for their unwillinginess to study the fundamental materials.

Finally, some of the complaints undoubtedly simply reflect the fact that very little is known about how to teach the disadvantaged; in the few places where interns were being taught by members of a minority group itself, they seemed to be more receptive. And, ironically much of the interns' criticism may be directed to the university simply because it is more tolerant of criticism than school systems.

Another way of having innovation with basic change is to limit changes to additions to the existing program -- i.e., more courses and more requirements over and above the existing programs; in most programs one or more courses had been added. In effect, universities could get the best of the bargain if they could add to the existing program without having to change their priorities or giving up anything. In this way too, slack funds could be used surreptiously to underwrite the more pressing normal costs of the present operation.

This strategy of change by addition extracts a high price from interns, however. In nearly every program, they not only complete the normal amount of course work for the MA, but often much more (160 hours in some programs), and in addition, without academic credit, on community projects and as regular staff members of schools.

USE OF THE INTERNSHIP

Things seem to be a little better in the schools. People are more favorable toward the internship experience with nearly unanimous agreement that interns are better prepared to teach in low income schools because of it. The primary advantaged mentioned include more direct experience with children in the actual school settings and better understanding of disadvantaged children and of the communities in which they live. Only a few interns (10%) mentioned that they had learned to be more innovative, however. The shortcomings they saw was that interns still didn't spend enough time in the classroom and had not learned enough about how to maintain control over the classrooms. And, some teachers thought that interns were unrealistic about the changes that can be accomplished within the school system.

Experienced classroom teachers also most frequently said that actual experience with disadvantaged schools, and their own personal disadvantaged backgrounds had been most useful to them in preparing for teaching in low income schools.

However, the limited and unique types of teaching experiences provided for interns sometimes contribute to other problems. In small group and tutorial settings, interns sometimes develop so much rapport and involvement with "their" children they refuse to leave them, which in addition to threatening the regular teachers' monopoly, interferes with the interns' desire for broader experiences. As a long range prospect, it is not clear that the rather atypical team teaching, small tutorial experiences during their training, will equip interns for the self contained, large and unruly classrooms more typical of disadvantaged schools.

LINKING INNOVATION TO TRAINING

Another very basic and complicating part of the program design is the concerted effort made to view socialization as a two-way process in which students help to develop new training roles and to re-socialize the socializing agents. The Washington Teacher Corps regards the teams as "change agents", using the internship as an opportunity for interns to contribute to the improvement of education. This puts interns in a difficult dual role, as trainees and as innovators, and--especially in view of the priority which principals and teachers give to service to the school over the goal of innovation -- poses challenging identification problems for interns.

Teachers almost uniformly view interns as additional man-power, functioning in the conventional role of apprentice student teachers and aides, there primarily to assist teachers and to learn from them, the master craftsmen. But the interns tend to view themselves as autonomous colleagues of regular classroom teachers and agents of change authorized to "innovate" in the classroom, and more generally, to act as catalytic change agents throughout the system. Yet, ironically, as new teachers, interns are the least potent forces in the entire educational system.

It is not surprising that this dual role creates confusion over what interns should be doing. Over half of the principals and interns and one-fourth of the cooperating teachers have had disagreements, usually with team leaders over the amount of time that interns should spend in the schools, lesson plans, the appropriate degree of permissiveness in the classroom, and control that should be exercised over children; who should supervise the interns; and team leaders' resistance to trying out interns' proposals.

One source of contention occurs because interns -- the majority in most programs -- have been asked to serve as substitute teachers, typically several times. It seems inherent in the very structure of internship programs that part of the interns' duties will be determined as much by the needs of the system as by the training standards. Another major source of friction arises because interns were running "permissive" classrooms. They regard experimentation in classroom activities to be more important than maintaining orderly classes; whereas the classroom teachers place their priority on maintaining order. This was accritical issue in those schools with high turnover rates among the faculty, in which assaults, rape, extortion and drugs were prevalent problems. Under these circumstances teachers simply regard permissiveness as naive. What they want is practical assistance, not change agents.

Moreover, colleges really have no way of supporting these dual roles. Between 10% and 50% of the interns in different programs report that innovation is discouraged with one in four reporting that they had personally encountered resistance to innovation. Only one in four interns says that he can count on the TC administration to back him when he gets in trouble in the course of a worthwhile TC activity.

Interns sometimes become radicalized as a result of the role conflict. Some give up working within the system entirely. Others have organized, and in some cases unionizing.

TEAM TEACHING

The major classroom strategy used by the Teacher Corps is team teaching. The majority of these interviewed at each program responded favorably when asked how effective the team approach actually is. Over half considered it to be very effective, and only eight percent were not positive. But, in practice our observations indicate that "teaching teams" seld function as viable social units in the classroom. They are, at best, administrative units to handle scheduling and planning. Interns and team leaders on the same team seldom work together on common tasks, partially because it is difficult to schedule meeting times in already overcrowded school and university routines, but also because each intern typically is assigned to self-contained classrooms to work individually with cooperating teachers who want individual assistance and resent any use of interns which they control. This arrangement, in effect, transfers responsibility for the interns' training from the team leader to several teachers working independently and serves to undermine the team leaders' authority. The fact that the teaching competence of team leaders was rated relatively high by their colleagues is irrelevant in view of the fact that the actual teaching models were provided by the cooperating teachers.

Their experience actually consists of some individual tutoring outside of classrooms, group tutoring within classrooms, and occasional responsibility for teaching a full class in specific units of the subject, under the observation of a cooperating teacher in the back of the room. This can be more accurately characterized as "turn teaching" than as team teaching.

There were, however, two situations in which teams did function as such. In one case, a team was given complete responsibility for implementing a packaged science course with no assistance from the other teachers; the team leader was made teacher for the record. Since this was a new class not already under the preserve of another teacher, the team could function outside of the confines of the typical self-contained classroom.

In a second case, a team which seldom saw one another during the day worked well together on a community project. Since community work is not constrained by pre-existing teacher monopolies and daily time schedules, the potential for cooperation on a new program is there. Yet, it is seldom fulfilled because there is a lack of time and official incentives in the form of course credits, etc., because teachers pressure interns to work in the classroom. In practice, therefore, community work is typically left up to the discretion of the individual interns. The dilemma is that, in comparison to working in classrooms where activities must be fit into existing procedures and schedules, there is more opportunity for innovation in community work; it is not yet institutionalized, making it most vulnerable to daily pressures.

COMMUNITY FIELD WORK

As a final strategy to be discussed, the program guidelines encourage individuals and teams to develop community activities suited to their own special talents and interests. In concept, this is one of the most innovative aspects of the Teacher Corps. In practice, it has been one of the most varied, difficult and controversial phases of the program. Although 31% of the faculty and program directors rated the community phase as excellent, only 15% of the teachers and team leaders were so positive. More than one-fourth of the interns rate community activity as unsatisfactory or nonexistant, and most of them rate their community phase less valuable than actual teaching experience. In view of the emphasis which the Washington office places on this phase of the program, it is important that typically between one-fourth to one-third of the teachers, interns, team leaders and university faculty felt that if anything should be reduced, it should be community work.

The community activities most frequently described in interviews were adaptations of the traditional after school extra-curricular activities, such as arts and crafts, clubs and sports, most of which seldom bring interns into direct contact with adults in the community. In addition, home visits and participation in community organizations, such as churches, the YWCA and community action agencies, were frequently mentioned. Mentioned less frequently were tutoring outside of school settings, establishing parent-self-help projects, such as leadership training, crafts and adult education classes. Occasionally, community surveys were used, field trips involving parents and children were organized. In a few instances, interns participated in voter registration drives or were active in model cities programs.

When asked what changes should be made in the community aspect of the Teacher Corps program, all groups most frequently mentioned better planning between the university and local school system, better definition of how the community activity relates to teaching, and more contact with parents.

There are three key problems. One problem stems from the time demands on interns. Since community work is not well incorporated into the daily routine it tends to be the first activity that is slighted. Work in the schools and universities is so demanding that by comparison, there is little time for community projects. The problem is aggrevated by the fact that many interns and team leaders are married and live in different parts of the city.

Another set of problems arises over disagreement about the priority of different types of community activities. There are at least two dimensions of this conflict: (1) the relative priority to be given to social action as opposed to social service; and (2) the relative priority of community-wide activities as opposed to community activities directly relating to classroom teaching. Social action includes participating in voter registration and open housing drives. Community-wide service includes work with community recreation departments, adoption agencies, or a consumer's buying cooperative. On the other hand, tutoring, supervising the recreation of children, conducting community surveys, or visiting with parents at the school or in the parents' home are more directly related to the school's immediate objective.

Teachers almost universally view community activity exclusively as a means of becoming better acquainted with the individual children in a particular classroom. But interns often have a broader concept of their own role in the community work, particularly their responsibility with respect to critical political problems confronting these communities. More frequently than either teachers or principals, they believe they should become involved in projects to remedy housing conditions, voter registration drives and sensitive legal civil rights activities and campaigning for politicians running for political office; and they have in fact become involved in civil rights or other sensitive activities which are in racially tense communities. Many local programs have found it necessary to play down the community component in order to avoid alienating influential members of the community. In some cases, apparently it was hoped thatnnominal visits to local agencies would satisfy the Washington guidelines and at the same time keep interns out of trouble. Interns also revealed their suspicions in certain programs that the community activities were being regarded primarily as public relations show pieces and were not likely to be beneficial to the pupils.

Finally, there was a third problem with the community activity: There was no guarantee for the continuity of innovative community projects that had been instituted. Each cycle of interns tends to initiate their own projects with the effect of starting a number of projects which are not followed through. It is necessary to rely on parents who are only marginally interested; or busy teachers, or to future cycles of interns who have their own ideas. But teachers resent having these other duties imposed upon them by interns; program directors have tried with very little success to exert pressure on the next cycle of interns to maintain the project which first and second cycles have begun; and parents are too marginal to the schools to sustain interest.

IMPLICATIONS

In final analysis, the Teacher Corps is placed in a precarious position with respect not only to communities but to all phases of the program, due to the prevailing image of the Corps members as liberal precursors of change. This image, if not the reality, threatens to go to the very roots of the professional role and to alter traditional relationships between schools, universities and communities. The trick is to find better ways to nourish and cultivate the impetus for change brought to such programs by teacher trainees from non-traditional sources. This requires structural support, ultimately, new structures. One recourse is to reactivate the concept of laboratory or model schools. If established and run jointly by universities and parents, they could provide a supportive setting in which new roles could be evolved. But that will not suffice, because the training program must somehow be linked to a career, that is, to innovative schools prepared to hire the graduates. Perhaps only through the careful evaluation of competitive school systems can this ever be accomplished. The challenge of the seventies is to begin this larger task.

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ORGANIZATIONAL CHANGE --
HOW TO ACHIEVE IT

Panel Discussion
(Drs. Corwin, Haas, Johnson)
Question and Answer

Q = Question
C = Corwin
H = Haas
J = Johnson

Q = Dr. Corwin, you suggested the idea of establishing competitive schools which have singular functions. Are these two ideas in conflict?

C = I was suggesting having schools competitive with the public schools where the interdisciplinary programs could be university programs. There is already a kind of competitive system among the disciplines which makes inter-disciplinary cooperation extremely difficult.

Q = I am reading into the concept that if we are going to do inter-disciplinary teacher education we probably will need to provide interdisciplinary education for the youth. If we have schools with more singular purposes, (such as, those that do math well or those that do vocational training well) will it be possible to provide interdisciplinary education.

C = I think that whether a school is provided a good math or vocational education program, it is still a cultural contact situation and the skills and knowledge available in the behavioral sciences would be relevant for the teacher's own use as a tool in teaching. This is what I call functional specialization in contrast to subject matter specialization. We could have schools known as good places to go if a child does not seem to learn math easily.

Q = How can we do a better job of interdisciplinary concern for teacher education? It seems that in the past all we have done is talked to people in other disciplines and they have not really had any functionaly influence. Then all we do is add another course in Economics 102.

C = Part of the problem lies with the discipline itself. What is needed is a kind of hybrid who would be trained in the behavioral sciences but who sees his primary function as one of teacher training.

Now, we have only a few of these people around. They are doing a good job in the sense that they are willing to familiarize themselves with the problems of the schools. They go into the schools and spend a good share of their time there.

We have been remiss in the disciplines by not helping to train people like that because we like to train people who look like us. Now the supply and demand situation is such that we cannot do that anymore. We are going to have to train people in the disciplines for many roles probably teaching roles. Probably many of these teaching roles will be in Colleges of Education working in full collaboration with them. I see this trend coming.

Q = Are you saying then that we simply need to send the university professor out into the schools so that when he teaches Sociology 101 he can talk about a real situation that he knows?

C = I think somehow Colleges of Education have to entice people who have been trained in various other disciplines into the college. On the other hand, people doing the training of the behavioral scientist, for example, have to realize that there are new roles opening up beyond those in teaching in their own discipline. It is happening very slowly, but what it really amounts to is developing a new career line. So it is more than just sending them out into the schools. There also has to be a reward system that goes along with these new careers.

Q = How do we begin to take steps and how do you get people together of different disciplines?

C = If we are going to have students spend half of the day in schools, something has to give as to college course work. It is probably a matter of giving college credit for doing work in the community. This means that somehow the professor has to be involved in these teams. As it is set up now, it is primarily the classroom teachers and the interns out there doing the in-service training. In the universities where the community participation program is strong, it is because one or two professors are providing college credit and practical experience in the community.

Q = Do you see a trend around the country toward rewarding academicians for working at the applied levels?

C = It is happening at three universities that I know of against a lot of opposition. Another thing that is occurring is that we are taking some of our best teachers out of the classroom and giving them adjunct appointments in Colleges of Education to do some of the teaching. The irony is that it is not the universities who have represented the great bulwark of teacher training institutions but usually smaller universities which are not encumbered by so many traditions.

I believe that eventually a hybrid teacher educator will evolve who is neither educator nor social scientist but somewhere in between. It may be easier to evolve this hybrid with the College of Education then within a traditional academic department. I think there is a base there to start from - it has to be strengthened. You cannot easily attract people who have been trained in traditional departments of sociology to work on these project; they are just tuned to a different reward system.

Q = Dr. Corwin, what kinds of experiences do you think are desirable for teachers to have in the process of being trained?

C = Living in the community coupled with professors living there also and having discussions about what they see there.

Another kind of experience might be actual employment in local businesses, such as, working as a waitress for a few months or summer. This experience may even be paid for by the university.

Another possibility is to have the interns involved in community action programs where they get centrally involved with the people in the community. One of the problems that this kind of experience tends to be filtered out through the agency. The interns come into more contact with agency personnel than with the people in the community.

Model schools might be set up in which parents had a part in providing these kinds of experiences for training future teachers. The parents would have better advice on how the intern can learn to live in the community.

Q = Could the other panel members respond to the same question?

H = It is exceedingly hard to make a good case for certain kinds of courses in the educational training program, but we can with some justification recommend certain kinds of experiences and maybe something about the sequence of experiences. As a university professor I have to admit frankly that we do not know much about the consequences of what it is we are doing. Now, why don't we know? Basically because we have come to believe that the consequences of our efforts are mixed with so many other things and are so long in their development that it is almost impossible to properly assess the outcome.

In order to try to get the answer to this question, sociologists would want to take a look over a 20 year project. We ought to really, in some systematic fashion, assess the outcome of what we are doing. So that at least in retrospect we can say that set of experiences seems to have produced this kind of consequences and we think those consequences are more desirable than others.

Maybe you think we really do not have to do much research on everything because you can absorb a lot of ideas about things through your own personal experience. Man, after all, does have insights and can do some calculations in his head and arrive at some very valid conclusions.

Q = What do your intuitions and insights tell you about what kinds of experiences should be provided while we are doing the 20 year research?

C = Rather than trying to answer the question directly, what we need to talk about are mechanisms by which the answers can be accomplished. I was suggesting close collaboration between universities and parents in the community. Sitting down with indigenous consultants and working out what would be the experiences you would consider to be important for teachers to understand your problems in this community. I think this is the first important step.

Q = Why are we not taking people from the community and bringing them into the teaching profession?

C = That is an integral part of the Chicago Plan.

J = Let me raise a question. Do you think they will be like the community when they get finished with their training? I am asking if the process to which you are exposing them will change them or will they still be the same kinds of people contributing the kinds of things you want.

Q = Are you afraid they will turn out to be "Uncle Toms"?

J = No, I am only suggesting that they probably will have different perspectives and will look at problems in a different way. Therefore, they will not serve the purpose you wanted.

Q = Don't you think a lot depends upon what they get when they go on to college or university?

J = Yes, but this is a credentialed society. We have to deal with it. You send these people through a process which will give them a set of credentials. Once they get those credentials, will the credential introduce a different perspective. Therefore, you will have some more people who happen to be black or from a low-income environment, but they look at the problem just like we do.

I think Dr. Corwin's point was that somehow we have to provide experiences which will allow people to at least be in tune to some of the kinds of things that go on in communities. Then say here is what parents can contribute, here is what the universities can contribute, and here is what that group can contribute and get them all out there making their contribution.

C = I was suggesting that we need hybrid roles which represent positions midway between the extremes. Their function is not necessarily to take knowledge from here and put it over there but to work jointly with the groups involved as a kind of intermediary between the schools and the parents and the universities. I don't think most professionals see themselves in this way. Then we have to ask how do you train people for these hybrid roles.

I think it may take more than one generation. The first generation may go to the other extreme. The second generation of hybrids may be able to translate better one subculture to another subculture.

Q = Dr. Haas, what could we do to hurry some of the needed changes in education?

H = One of the things that I think is relevant is the amount of change which takes place in relation to the extent to which departments in the university are threatened. I have a strong suspicion that we are going to get more changes as our legislators get madder and madder at the universities. I have a hunch the universities will become more responsive. They will ask, "What are the real needs out there; how can we find out about them?"

I believe we will get proposed changes adopted more rapidly when the departments or universities are under the greatest threat. How do we get the job done? I suppose if we would get ourselves committed to deadlines and be willing to compromise a little more we could get the job done.

Organizations and groups are always looking for three things: economy, security and prestige. If this is really the name of the game, then we should try to convince departments that they will get greater prestige by introducing this change. So the question is, "How can you manipulate the other systems, such as the university as a whole, so that you can increase the economy, security and prestige of the units which are oriented to introduce changes and to contrast with those who hang onto the status quo?"

C = The other side of that though is to reduce the security they now have. There are schools and universities living in domesticated environments with guaranteed clientele and guaranteed funds. You can alter these factors to force changes sometimes. You might evaluate teachers and principals on the basis of how much change they have introduced or how much improvement has occurred as a result of the change they have introduced.

J = I was going to say, and Dr. Corwin said it very well, that we have to introduce some market place economics into education.

Q = Is it true that most innovations in education are brought about by outsiders who come in and do something and then leave?

C = There is a study by Richard Carlson which points out that the outsider who comes in can accomplish more basic changes than the insider who is promoted up. The reason young people have been as effective in producing change as they have these days is that they are willing to take risks because they do not have much to lose. The reason we see relatively little changes in our institutions is that most of us simply are not willing to take the risks.

J = The idea of organizational change does not really excite me at all. What I am talking about is functional change. Change that really shakes upon organization and really makes a difference.

Q = Would you consider it a functional change if school superintendents had a completely free hand to hire and fire -- no tenure to worry about?

J = Yes, that would be.

Q = May I ask a question about this matter of parents and students really having a say about how the educational systems should function. Parents everywhere are very reluctant to feed ideas to teachers and administrators for fear of repisal to their children. How can we really help this happen so that we really have the client's view?

C = It has to be tried on the open enrollment plan where parents have alternatives for where their children attend school.

J = Can I answer that? You've got to get people to the point where they feel safe in taking certain risks which are necessary to create the crisis which may lead to change. Then there is the problem of organizational inertia where even the people who were part of the free speech movement at Berkley are now settled down to taking care of their homes and kids and doing their jobs.

Q = Even though they are not protesting any longer are they not apt to vote with the protestors?

J = What they do individually is important but it takes a collective action to get something done. Heretofore, we dealt with a young population with deferred goals. The population now says right now -- we are not deferring anything. We have to deal with it.

H = What is an illustration of how this attitude directly affects you?

Q = We are dealing with problem kids who do not like our goals!

H = You are not sure what they want except that they do not want what you are offering. That's an expression of preference.

Q = It is an expression of preference but it is a different goal orientation than we are accustomed to working with. But I really think we have turned poeple off pretty much. We have not helped them to understand the process by which some changes can be made.

H = If we pick-up Dr. Corwin's motion and move, let's say within the university. One could say, "Why should a child tell me whether or not he ought to have candy whenever he wants it. I know more about tooth decay and nutrition than the child does." Of course, in a traditional society this applies to a man who is 45 years of age. If his Dad is still living, you can tell him that his Dad knows more than a 45 year old son does. That's the one side. The other side is to say, "Look, they are the ones who will always have to live with the education that they get or don't get. Therefore, they have some rights, but we are the ones who supposedly know something more about the field. Thus we should have the major power to decide. What if at the beginning of each course the professor would explain what he proposes to do in that course. Then all the students could choose those aspects they would like to take. Are we willing to do that? Are we willing to compete with each other to sell our product to the students?

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

COLORADO STATE COMMITTEE

HAZLETT H. WUBBEN, CHAIRMAN

UNIVERSITY OF COLORADO

The Flexible and Fixed in Accreditation

Introduction: What is accreditation? What is the North Central Association?

1. A voluntary association of member schools (4000 in NCA) which sets standards for accreditation.

2. An association of schools in a 19 state region.

3. Other accrediting associations - state and regional.

The Fixed:

1. For non-vocational teachers (degree teachers)

   a. 40 semester hours in "liberal arts."
   b. 18 semester hours in professional education, including student teaching.
   c. 20-24 semester hours in teaching field.
   d. From one course to twelve semester hours in the subject taught.

2. For vocational teachers.

   a. State certification.

The Flexible:

1. Vocationally certificated teachers are permitted to teach non-vocational (non-reimbursed) classes in same subject for which they are vocationally certified.

2. Teachers of remedial classes or so-called "low-ability" groups, <u>including special programs for potential dropouts, etc</u>., are generally not held to regular requirements of so many hours in an academic field and a specific subject, although they must fulfill the professional education requirements and "liberal arts" requirement and hold a State certificate. Vocationally certificated, non-degree teachers would also be eligible here.

   a. Personality factors which only the school can judge are thought to be more important than traditional accreditation criteria.

   b. Special education teachers are <u>not</u> included in this flexible provision. We require State certification for this class of teachers.

3. We provide for and <u>encourage</u> experimental programs which deviate from accreditation standards --

   "The school shall be so organized as to foster experimentation and innovation designed to adapt the institution effectively to changing conditions and objectives. Employing new approaches in curriculum, organization and technology, the school shall attempt to develop effective practices which capitalize on the school's strengths and correct the school's weaknesses" (Criterion VII - Institutional Adaptability).

   a. Experimental work-experience programs - HERO, etc.

   b. For most work-experience programs we require that teachers be trained in supervision of such programs, but we will approve experimental programs which violate this rule.

4. Abandonment of the Carnegie unit and its "time-serving" orientation.

5. Alternative methods for awarding student credit, including credit by examination.

6. Establishing a category of "special purpose schools" for which flexible standards may be approved.

7. Approval of team teaching concepts which use both qualified persons (by NCA standards) and unqualified persons.

8. Encouragement of flexible adult education programs.

The Basic Position of the NCA:

1. Teachers with specific preparation, both academic and professional, are better teachers than if they did not have this preparation.

2. Teachers with a fairly broad academic background are better teachers than if they did not have this background.

3. Although some superior teachers do not meet NCA standards in academic and professional preparation and in the "liberal arts," these teachers would be even better if they met these standards.

4. As a group, better prepared teachers are better teachers than those less well prepared.

A Myth Occasionally Voiced:

1. Teachers, especially for culturally deprived groups, are best taught by persons "uncontaminated" by conventional teacher education programs.

   a. Some truth in this, since many conventional programs are less than fully satisfactory.

   b. What are needed are different kinds of preparation programs, but professional in nature, nevertheless.

The Real Culprits:

1. Teacher-preparing institutions

   a. State certification depends on institutional recommendation.

   b. Failure to provide appropriate field experiences.

   c. Failure to recruit and retrain potentially good teachers.

   d. Failure to provide appropriate academic programs.

Lack of Uniformity in Regional Accrediting Associations:

1. New England and Middle Atlantic Associations have no standards in teacher education.

2. Southern and Northwestern are smiliar to NCA but less "hard-nosed."

3. Western has much looser standards.

Accreditation - the Scapegoat:

1. We do not control content of professional teacher education programs.

2. We do not control academic preparation programs.

3. We do not control breadth or content of "liberal arts" courses.

4. Schools fail to experiment and innovate - and to use opportunities for flexibility.

Discussion, Questions and Answers

COLORADO DEPARTMENT OF EDUCATION
Teacher Education and Certification
Otto G. Ruff, Supervisor
State Office Building Denver 80203

Notes On
The Flexible and Fixed in Teacher Certification and Accreditation

Room 230, Student Center, CSU
9:00 A.M., Thursday, July 16, 1970

Introduction: What is a teacher certificate?

The Fixed: Basis of certification in Colorado is law
Law is fixed until amended
Policy of state
(1) To provide quality education in the schools
(2) To raise standards for certification of teachers
(3) To encourage further professional development of teachers already in service.

Further policy
(1) Teachers be of good moral character
(2) Be knowledgeable in their subject matter
(3) Grounded in moral, ethical, philosophical roots of American civilization.
(4) Broad educational background in liberal arts
(5) Hold bachelor's degree or more
(6) Be prepared in pedagogy and related subjects, through student teaching

Further policy
(1) Teacher education is a collegiate function

A teacher education institution is defined

A teacher education program is defined

The kinds of types of teacher certificates all prescribed, together with the requirements therefore.
Neither check courses, nor count credits
Note the "Digest of the law (Project)

The fee is fixed ($5.00)

Requirements for renewal of a certificate are fixed

Nothing in the new law invalidated otherwise valid certificates issued under the old law.

"Due process" must be observed in certificate denials, annulments, suspensions, and revocations.

An applicant who is a graduate of an out-of-state institution will not be knowingly certificated on a program that is of lesser length and quality than is required of students in Colorado teacher education institutions.

It is a policy not to issue a Colorado teacher certificate to an applicant who has had a certificate in another state revoked for cause.

The Flexible: Teacher education institutions may decide how deeply they wish to get into the business of preparing teachers.

Institutional faculties have considerable freedom in planning programs. Can experiment--innovate. Does require State Board of Education approval.

If the five "base line" institutions raise their standards, this brings about an escalation of requirements without further action of the Colorado General Assembly.

State Board of Education is authorized to adopt rules and regulations for the administration of the law. Such rule-making is also done pursuant to the applicable statutes.

State Board of Education generally considers accreditation requirements when approving collegiate teacher education programs and the applications for certificates.

Endorsements on Colorado certificates permit the annotation of grade level, subject, or other specialization on a certificate to reflect the "major" preparation, training, and experience of the holders. They are helpful to the teacher and employing school official as to the teacher's optimum assignment in the district. It aids in avoiding teacher misassignments.

Standards by which teacher education institutions and programs are approved are also flexible. Use of <u>all</u> available standard materials by a visiting team (The Colorado Commission on Teacher Education and Certification). There is a real effort NOT to duplicate directly the work of other accrediting agencies.

Conclusion: Teacher education, certification, and accreditation are an almost inseparable trio.

Time for questions.

DEVELOPING CHANGE AGENTS IN VOCATIONAL EDUCATION

By F. Floyd Shoemaker

Bureau of Higher Education
Michigan Department of Education
Lansing, Michigan

Paper presented at Institute VII, "Updating the Process and Content of Teacher Education Curriculum to Reach Disadvantaged Youth in Metropolitan Areas," Colorado State University, Fort Collins, Colorado, July 6-17, 1970.

DEVELOPING CHANGE AGENTS IN VOCATIONAL EDUCATION

If every human group had been left to climb upward by its own unaided efforts, progress would have been so slow that it is doubtful whether any society by now could have advanced beyond the level of the old stone age.

Ralph Linton, 1936, page 324.

There is nothing new under the sun.

Ecclesiastes.

The dual purpose of my presentation this morning is to present a framework for the analysis of the diffusion process and to develop strategies for change agents, based upon the results of 1700 research studies dealing with the diffusion of innovations. A basic assumption, underlying all of what I say today, is that CHANGE IN HUMAN BEHAVIOR COMES ABOUT AS THE RESULT OF THE COMMUNICATION OF CERTAIN STIMULI TO THE INDIVIDUAL.

I assume that in the past two weeks you have been well sensitized to methods of improving your efficiency in communicating ideas to bring about social change. In the remarks that follow, I will describe some of the strategies for communicating change. My emphasis is upon planned, or directed, change, as opposed to spontaneous change, which generally occurs more slowly.

The research which I will discuss today deals with the communication of an idea that is perceived as new by the receiver; that is, the idea is an innovation to the listener or reader. Each of the studies I plan to discuss looks at campaigns to introduce a new idea to an audience, in order to determine how we, as change agents, can more effectively transfer our new ideas to our students.

There are four essential elements in the diffusion of an idea: (1) the innovation, (2) which is communicated from one individual to another, (3) in a social system, and (4) over time. The dimensions of time and innovativeness separate diffision from all other types of communication research. In just a moment I want you to look at each of these diffusion elements, but first let's try to answer the question: "Why is communication and change so important to our understanding as change agents?"

IMPORTANCE OF DIFFUSION

We live in an era with a mania for change. In education we have many new ideas, new concepts: modern math, team teaching, programmed instruction, educational resource centers, flexible scheduling, among others. For example, language laboratories in public schools increased from zero in 1955 to more than 4,000 in 1962, just seven short years later. After inventoring innovations introduced into the schools of New York, Brickèl (1961, page 18) concluded that the rate of introduction of new ideas "more than doubled within 15 months."

But the process of development and planned change rests upon the effective communication of new ideas to mass audiences. Change agencies responsible for diffusing innovations include the public schools, the Federal Extension Service, the Teachers' Corps, technical assistance organizations, the Peace Corps, and a host of others. These agencies have a common objective: TO COMMUNICATE INFORMATION ABOUT INNOVATIONS TO THEIR CLIENTS AND TO SECURE THE ADOPTION OF THESE NEW IDEAS.

A comparison of the rate of adoption of three education innovations graphically illustrates the increasing rate of change in modern education:

1. Mort (1946) found that kindergardens required 50 years to reach widespread adoption in the first half of this century.

2. Allen (1956) found that only 18 years was necessary for the adoption of driver training education by U. S. schools in the 1940's and 1950's.

3. Carlsen (1964) discovered that only five years was required for modern math to reach almost complete adoption in Pennsylvania schools.

Though the adoption of all three of these innovations follows the typical S-shaped curve discovered in other diffusion studes, the curve becomes increasingly steep with each new idea. It might be interesting to speculate about the reasons why education seems increasingly susceptible to new ideas.

The faster rate of educational diffusion may be related to several factors including: (1) the ethos of the post-Sputnik era, (2) concurrent changes, such as improved communication among teachers, growing professionalization, etc., (3) differences in the innovations themselves, such as cost, compatability with existing educational values, "packaging," etc. In any event, change is in the educational air, and such terms as innovation, dissemination, adoption, and diffusion are now in vogue.

Another indicator of the importance of understanding the diffusion process is our widespread failure in introducing most new ideas. For instance, it is estimated that 90 percent of all new consumer products introduced into the market in this year will fail. It also has been said that this is a time of great innovation but very little change in education. The point is that many new ideas are being promoted in our educational institutions, but the end result of their adoption is little alteration in the corpus of education. Many educational innovations have been of a fadlike nature, and after their widespread adoption, it has been difficult to measure the increased educational achievement of the clients.

How many innovation failures might be avoided if change agents had a more adequate grasp of how new ideas diffuse? What we need is a strategy of change consisting of generalizations from human behavioral research. In order to gain such an understanding, let us begin by discussing the role of a change agent in vocational education.

ROLE OF THE CHANGE AGENT

A change agent is a professional who influences innovation decisions in a direction deemed desirable by a change agency.* In general he attempts to secure the adoption of certain undesirable innovations. A change agent functions as a communication link between two or more social systems, as shown in Figure 1-1. For example, a vocational teacher provides the linkage between his change agency (the public school and professional education) and the client system of students whom he contacts five days a week. Similarly, a technical assistance worker provides linkage between a more developed nation and clients in a less developed country in which he is introducing innovations.

There often is a social chasm between the system represented by the agents of change and clients' system. Common differences between the two systems include: sub-cultural language differences -- even though both may share the same tongue, socio-economic status, technical competence, and attitudes and beliefs. Even though change agents link two social systems, they may be quite different or heterophilous, from either their clients or from their superiors in the change agency. This heterophily gap, defined as "the degree

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*This definition of a change agent borrowed from Rogers with Shoemaker (1970), is consistent with others' conceptions. "Change agent refers to the helper, the person or group who is attempting to effect change" (Bennis and others, 1962, p. 5). Other authors (Lippit and others, 1958) feel that the change agent must be external to the social system. The author maintains that the change agent is set off from his clients by nature of his professional status rather than whether he lives in or out of a particular social system.

to which pairs of individuals who interact are different in certain attributes," causes the change agent to have problems in role conflict, communication with clients and superiors, etc.*
As a bridge between two systems, the change agent might be likened to the marginal man with one foot in each of two worlds. The change agent's success in linking the change agency with the client system lies at the heart of the diffusion process. Now, let's turn to the sequence of roles in the process of bringing about change.

THE SEQUENCE OF CHANGE AGENT ROLES

(1) Develop a Preceived Need for the Proposed Change: Usually a change agent must help his clients discover their need to alter their attitudes and behavior. This is true in most situations, but it is particularly valid in less developed countries where limited planning horizons, low achievement motivation, and low aspirations characterize the peasant population. This means that the change agent has to serve a catalytic function for client needs. In order to initiate the change process, he must point out new alternatives to existing problems, dramatize these problems, and convince his clients that the proposed alternatives are capable of solving the perceived problems. The change agent not only personally diagnoses the clients' needs, but he also helps to create a psychological awareness of these needs.

(2) Establish a Change Relationship: Once the client perceives the need for change, the change agent must develop a rapport with that client. He may create this relationship by developing a feeling of interpersonal trust, by emphasizing with his client and by interacting with his client in a variety of situations. Clients must accept and trust the change agent if any long-term change is to be brought about.

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*One of the obvious and most common principles of human communication is that the transfer of ideas occurs most frequently between a source and a receiver who are alike, similar, homophilous. In the free-choice situation, where a source can interact with any one of a number of receivers, there is a tendency for him to select a receiver who is most like himself (Rogers with Shoemaker, 1970).

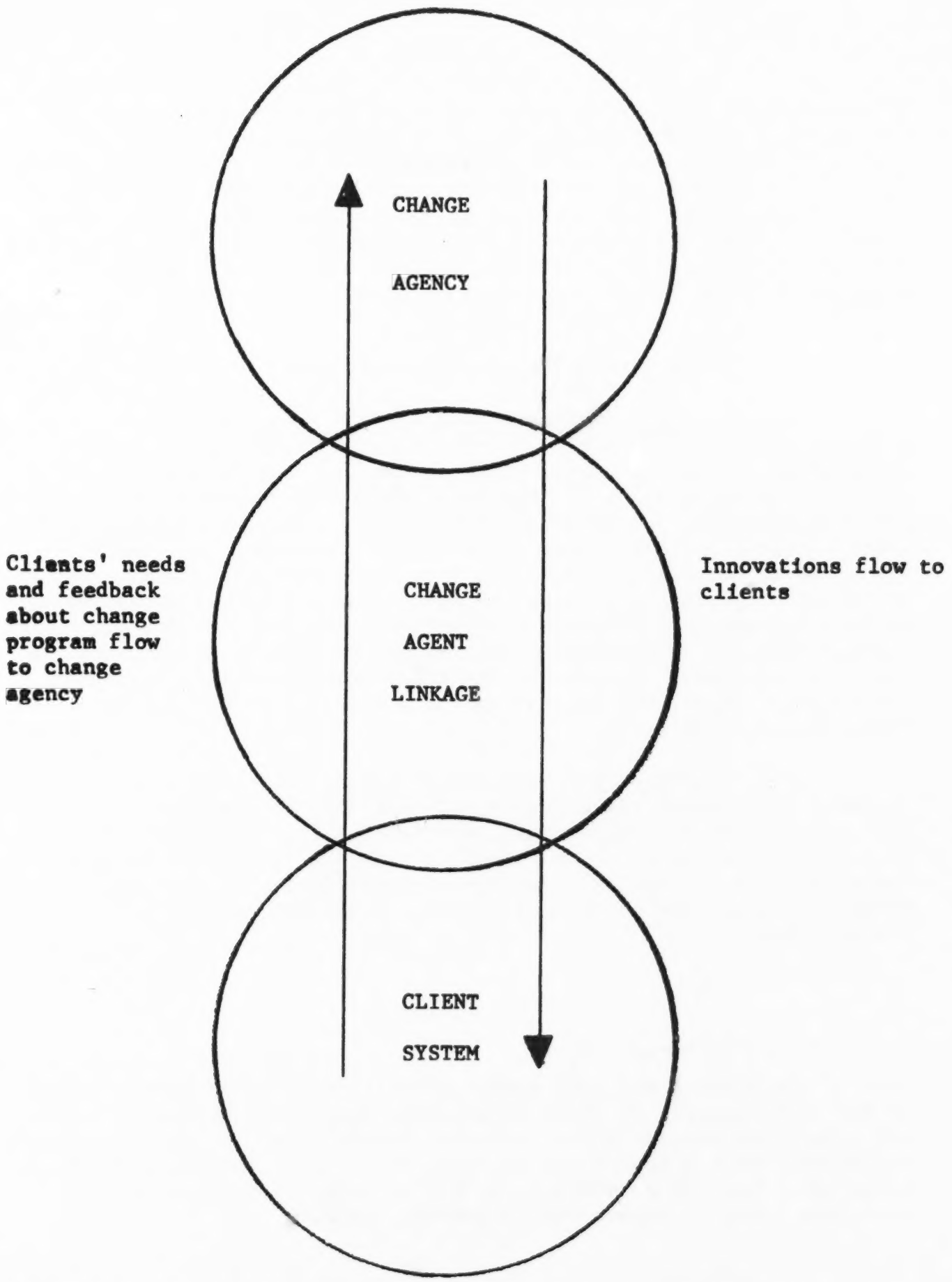

Figure 1-1. Change Agents provide Linkage between a Change Agency and a Client System.

(3) Create an intent to change in the client: After the change agent explores the various avenues of action which a client might take to achieve his goals, he should encourage an intent to change, provide the motive for adoption of a new idea. But it must be remembered, that the most successful change is client-centered, rather than imposed change in which the individual has no influence. In this role the change agent's function is to motivate the client to adopt the innovation.

(4) Translate intent into action: A change agent seeks to influence his client's behavior in accordance with his recommendations, which are based upon his diagnosis of the client's needs. In essence, the change agent works to promote compliance with the innovations he advocates. This means more than mere agreement or indication of intent, it means attitudinal and behavioral change.

(5) Stabilize the change and prevent discontinuances: Change agents may effectively stabilize the new behavior, beyond the classroom walls, by directing reinforcing messages to those clients who have adopted the new ideas, thus "freezing" the new attitudes and behavior. This assistance is most commonly given immediately after the individual has adopted an innovation and when he is the most likely to discontinue because of the dissonance caused by his decision to act in one way rather than another.

(6) Achieve a terminal relationship with the client: The end goal of any change agent is the development of a self-renewing attitude in his clients. The change agent actively works to put himself out of business by developing his client's ability to be his own change agent. In other words, the change agent seeks to shift his client from reliance on him to reliance upon himself and other experts of the social environment.

FACTORS IN CHANGE AGENT SUCCESS

However, even if a change agent is capable of playing these six different roles successfully, some are still relatively more successful than others in introducing new ideas. In the remainder of my discussion I'll summarize some of the research literature on change agent success and failure.

One important factor in change agent success is the extent of effort expended in change activities with clients. The strongest support for this proposition comes not from education, but from a three-nation comparative investigation of the relative success of planned change programs in 69 Brazilian communities, 71 Nigerian villages, and 108 Indian villages. The most important predictor of the success of village programs of change was the extent of the change agent effort in each country. "Success" villages, as contrasted to "failure" villages, were characterized by change agents who contacted more clients, who spent fewer days in the office and more in the field, and who played an active rather than a passive role in the change process. Increased interpersonal communication with clients was crucial to change agent success in this cross-cultural study.

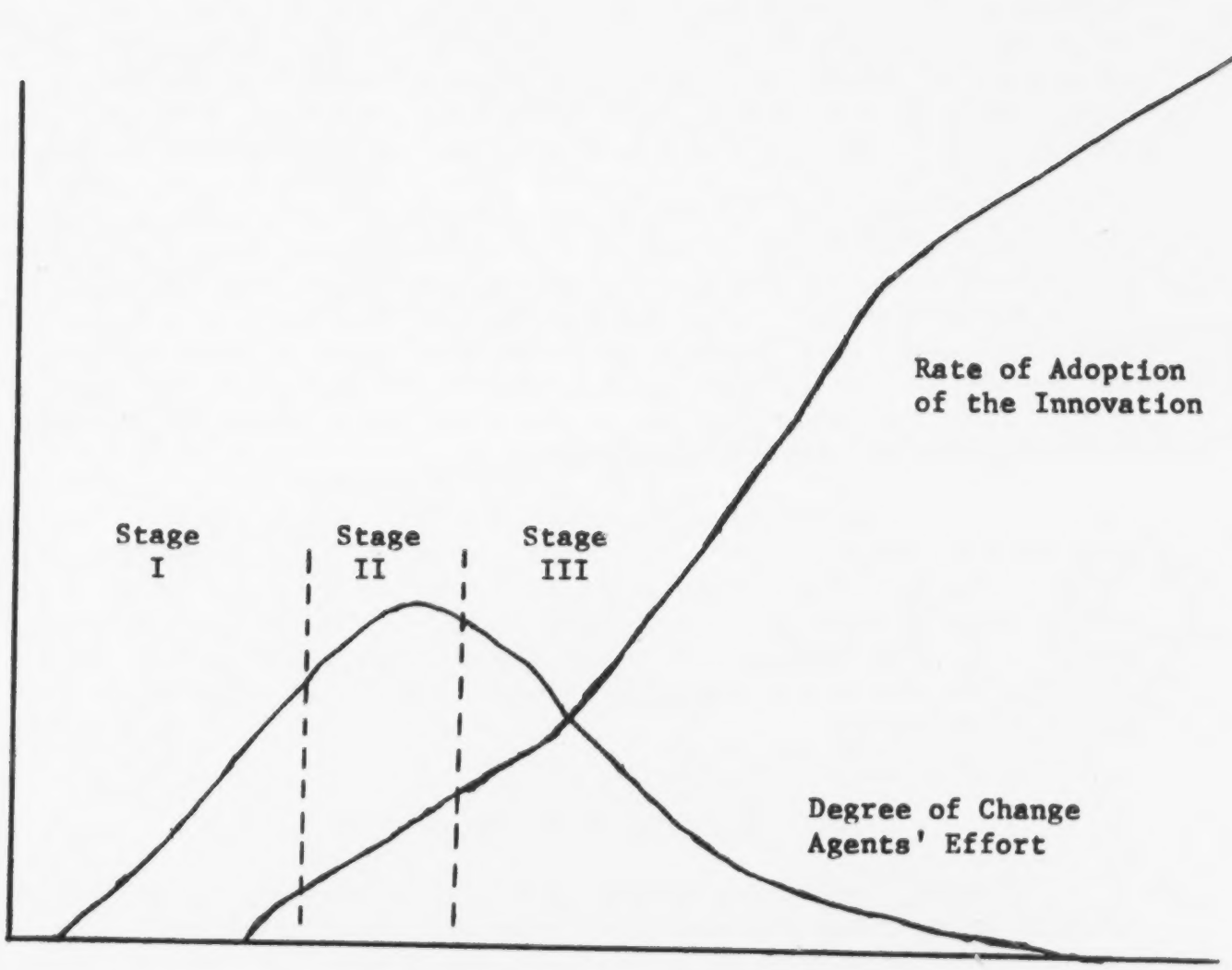

Figure 1-2 Extent of Change Agents' Efforts and the Rate of Adoption of an Innovation

At first, change agents' efforts do not result in many adoptive decisions (Stage I), but then at Stage II when the opinion leaders adopt, the rate of adoption starts to climb under its own impetus, and the change agents can retire from the campaign. The present figure is an abstraction, based on data from Stone (1952).

Stone (1952, p. 16) analyzed the amount of effort by 18 Michigan county extension agents from 1943 to 1950 in promoting the adoption of a new idea, as shown in Figure 1-2. In the first four years of the diffusion campaign, the adoption of the innovation roughly paralleled the amount of change agent effort, as measured by the number of days per year devoted to the new idea. However, after about 30 percent adoption was achieved, the extension agents' efforts decreased, while the Michigan farmers continued to adopt the innovation at almost a constant rate.

Change Agency Versus Client Orientation

Because a change agent is midway between the bureaucracy to which he is responsible and the client system in which he works, he is subject to cross-pressures and role conflicts. The change agent is expected to engage in certain behaviors by the change agency in which he is employed, and, at the same time, he is expected by his client system to manifest some quite different attitudes and behavior.

Gans' (1962) investigation of Italian-American urban villagers in Boston describes the breakdown in communication between the social workers and their clients. Gans attributed this communication block to the bureaucratic orientation of the change agents, as well as to a lack of empathy of change agents for their clients. The social workers perceived themselves as "caretakers" of foolish, inept clients whom they often referred to possessively as "my people." However, the Boston clients sought to "put-on" the change agents by manipulating them to provide needed services, while immunizing themselves from the social workers' attempts at change.

Client-oriented change agents are successful because they are responsive to feedback, they have closer rapport with clients, they have more epathy, and they achieve a higher credibility with their clients.

Compatability With Clients' Needs

One of the most important, and perhaps most difficult, roles of the change agent is diagnosing clients' needs. Diffusion campaigns often fail because they "scratch where the clients do not itch."

Change which is not based on the clients' perceived needs often go awry or produce unexpected consequences. For example, an Indian village was given development funds to construct irrigation wells which could double the villagers' crop yields. However, the villagers wanted wells for drinking water, since they had to carry water two miles from a river. So the peasants built the wells in the center of the village, rather than in the fields.

In an extremely traditional community of Colombia, crop yields were severly depressed by high soil acidity. Local change agents were unsuccessful in motivating farmers to apply lime to the soil to correct the condition because the farmers were ignorant of the principles of soil chemistry. However, when a severe outbreak of insects occurred on their crops, the farmers were easily persuaded by the change agents to apply lime. The farmers had a felt need to control the insects, which they could readily see, but they could not see nor understand the problem of soil acidity (Rogers, 1966).

Attempts to eradicate the habitat of the tsetse fly in Northern Nigeria, in the hope of reducing the incidence of sleeping sickness, were largely unsuccessful because villagers did not believe there was a relationship between the insect and the disease. Thus, the villagers felt no need to kill the flies.

Many change programs fail because they seek to swim against the tide of cultural values and perceived needs. Change agents must have knowledge of their clients' needs, attitudes, social norms, and values if programs of change are to be tailored to fit the clients.

Change Agent Empathy

Empathy with clients is most difficult when the clients are very different from the change agents, as is the case of Peace Corps volunteers in Asia. However, change agents are most successful when they can empathize with those they hope to serve.

One way of gaining empathic change agents is to select change agents from the client system. Thus, agricultural change agencies often seek to employ change agents who have a farm background.

Change agents may be given empathy training by living with a client family for some weeks or a month, so that they are better able to see the world through the eyes of their clients. Likewise, role playing is often used as a training technique. For example, one California Police Department instructs all officers to role play as criminal offenders, and to be arrested by other officers to develop empathy with the lawbreakers whose behavior they hope to change.

Homophily and Change Agent-Client Contact

As we have discussed, homophily is the degree to which pairs of individuals who interact are similar in certain attributes, and heterophily is the degree to which they differ. Change agents usually differ from their clients in most respects. Research studies tend to indicate that change agents interact with those clients who are most like themselves, those who least need the help, and to interact least with those quite different from themselves. This finding leads to a series of generalizations for which there is good empirical support in the literature:

1. Change agent contact is positively related to higher social status among clients.

2. Change agent contact is positively related to greater social participation among clients.

3. Change agent contact is positively related to a cosmopolite orientation among clients.

The logic of these generalizations is that more effective communication with clients (expressed as change agent success) occurs when source and receiver are homophilous. An homophilous dyad share common meanings and interests; they are better able to empathize with each other because of the commonalities.*

One implication of the homophily-effective propositions just stated is that change agencies should attempt to select change agents who are as alike their clients as possible. However, this approach to lessening the change agent-client heterophily leads to widening of the heterophily gap between the change agent and his superiors.

Perhaps the most effective approach to increasing homophily between teacher and his students is to raise the technical competence level of the clients and decrease change agent differences.

Another method whereby change agents may bridge the heterophily gap is to work through opinion leaders in the social system, and thereby "halve" the social distance between themselves and the majority of their clients. The use of opinion leaders, those individuals able to informally influence others' attitudes and behavior, may enhance the creditability of the change agent's innovations by gaining the tacit endorsement of leaders in the social system.

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*But the homophily-seeking nature of change agent-client contacts raises an important ethical problem. Change agents often fail to interact with those clients who most need their help. So, in effect, change agents concentrate their activities upon those clients with higher social status, more knowledge, and better social adjustment; this leads to the relatively earlier adoption of innovations by these elite clients than by the less-advantaged clients. The result is that "the rich get richer and the poor get poorer," relatively speaking; this is an occurance which change agencies rarely officially recognize in their statement of objectives.

Now that we have briefly reviewed some of the strategies for change which evolve from research investigations, I would like to make one parting statement: "The diffusion of all educational innovations occurs in an organizational setting, and this social structure has a great deal to say about the rate of adoption of innovations. An illustration of the dampening effect of this social structure comes from a satire on modern education entitled The Saber-Tooth Curriculum (Pediwell, 1939):

> The author of this little book describes a prehistoric school system which offered only three courses:
>
> (1) Fish-grabbing-with-the-bare-hands
> (2) Woolly-horse-clubbing
> (3) Saber-tooth-tiger-scaring-with-fire
>
> Each of these courses in the saber-tooth curriculum taught knowledge and skills that were essential to adult success in the prehistoric society. Graduates of this curriculum were successful, and soon all the youth in the tribe were instructed in the three fundamentals, though this trend caused swelling enrollments and anguish among the taxpayers. All might have gone well forever with this educational system if the conditions of society had not changed.
>
> But a great glacier came down from the north and muddied the waters of the stream. It no longer was possible to catch fish with the bare hands. The melting waters of the approaching ice also made huge marshy areas and the stupid woolly horses with their small pointed feet sank out of sight. The new dampness in the air gave the saber-tooth tigers pneumonia, and most of them died.
>
> But the tigers were replaced by ferocious glacial bears which were not afraid of fire and which walked the trails by day and night. There were no fish or meat for food, no hides for clothing, and no protection from the hairy death that stalked the trails. However, invention and innovation soon solved the tribe's problem. Tribesmen learned to catch fish with nets, to snare the elusive antelopes who replaced the little woolly horses, and to build pit traps for the glacial bears.
>
> A few thoughtful men began to criticize their educational system, which was not offering courses in the new activities of net-making, snare-setting, and pit-digging. But the wise old men who controlled the curriculum smiled indulgently at this suggestion. "That wouldn't be education," they said gently. "But why wouldn't it be?" asked the radical few.

"Because it would be mere training," explained the old men patiently. "With all the intricate details of fish-grabbing, horse-clubbing, and tiger-scaring--the standard cultural subjects--the school curriculum is too crowded now. We can't add these fads and frills of net-making, antelope-snaring, and--of all things--bear-killing...what we need to do is to give our young people a more thorough grounding in the fundamentals."

And the wise old men chuckled to themselves: "We must teach our students how to think, not what to hink."

So you see, the saber-tooth curriculum became institutionalized and lasted even after the problems it had set out to solve had disappeared.

GROUP REPORTS

GROUP A

Field Experience Possibilities in Working With Disadvantaged Youth

(Modified from Institute II Report)

A. Live-in experience to learn life styles on the same level as work experience.

B. Observations of individuals and groups: grocery stores, clinics, parks, laundromats, recreation centers, etc.

C. Individual and group contacts
   1. Individual students, panels, community workers, logs and reports, conversations, role play, films, etc.
   2. Parents of students to be served attend activities sponsored by disadvantaged students in their schools.

D. Work with groups (out of classroom learning experience) over a period of time, on problems directly related to real needs of community and individual students.
   1. Community health services
   2. Recreation programs
   3. Youth clubs and organizations
   4. Housing authorities
   5. Child care centers

E. Experiences in how to negotiate the system
   1. Contact employment service relative to employment opportunities for youth.
   2. Examine procedures and available information on advanced educational opportunities including financial support.
   3. Linkage and Coordination. Study available service, availability of information to students and degree of familiarity agencies have with each others' services.

F. Orientation experiences--work with student groups to develop group experience opportunities to examine cultural patterns and opportunities outside of the disadvantaged setting.

Melvin Miller, Chairman

GROUP B

MICRO-EXPERIENCES

Idea--Build into curriculum utilitarian aspects of all subjects
Implementation--Taste of varied vocations for a more realistic approach

Idea--Use community as a laboratory and/or a classroom to provide realistic experiences
Implementation--Send student into community through various agencies, such as Welfare, Community Action, Recreational Programs, Centers, and also unstructured on the streets

Idea--Earlier introduction into the classroom for exposure to teaching
Implementation--Becoming involved in classroom at freshman or sophomore year for an extended time

Idea--Require college professors to teach in elementary and secondary classrooms every other year for at least one semester
Implementation--Provide sabbatical or internship leave

Idea--Require business and vocational educators to return to industry
Implementation--Provide leave for upgrading work experience

Idea--Allow high school teachers to teach at college level
Implementation--Exchange program

Idea--Administrators should routinely return to the classroom to teach for a period of time
Implementation--Relieve administrators of all other duties

Idea--As part of an orientation the present teachers could live-in the community and participate
Implementation--Provide live-in experiences

Idea--Educators need to deal with incompetent peers
Implementation--Negotiate mandatory professional growth packages

Idea--Area of concentration - educational psychology, anthropology, sociology
Implementation--Provide experiences equivalent to a semester of college credit

Idea--Selective placement
Implementation--Devise screening techniques that only allow desirable candidates into the program

Idea--Local school administration and total community should be a part of planning in-service teacher training
Implementation--Bring these groups together for sessions by the organization

Idea--A yardstick is needed for evaluation of teaching
Implementation--Use components of total community, teachers, students and administrators

Idea--Change vocational certification for more flexibility
Implementation--Use components of total community, teachers, students and administrators

Idea--Change vocational certification for more flexibility
Implementation--Study certification of teachers in all vocational disciplines

Idea--Have a continuing community advisory council pertinent to each area of each high school attendance boundary
Implementation--Revolving participation of group members

Idea--Have school-community director for secondary school and higher education
Implementation--Hire persons with this type of expertise to sense the pulse of the community and report back to respective institutions

Idea--Have present vocational teachers on released time go into community businesses and shops to keep abreast of developments and set-up and maintain relationships
Implementation--Give vocational teachers released time

Idea--Maintain contact and serve on the boards of the several agencies in the community
Implementation--Use teacher-administrator volunteers

Idea--Provide career day for teachers and counselors
Implementation--Teachers spend a day or more in vocation allied with his area

GROUP C

Discussion Related to Teacher Training

1. Teachers must get into communities of minorities or any other disadvantaged group via teacher training assignments.

2. Students can help with tutoring at the University or High School level.

3. Students can also go as teacher aids to the community or to the lower grades.

4. Teachers should go to the high schools to help as teacher aids, youth tutoring, etc., as a pre-training or investigation of career teaching.

5. One college is going to take the juniors in elementary education and use the Stanford plan--have them work in the school, colleges, community action centers, churches, and other agencies, welfare and others as a pre-service training.

6. There must be an exploration of many techniques of interaction.

7. Teachers must realize they are not dispensers of "all truth".

8. Teachers of today should learn that the student response, respect, compliment, etc., from olden days are not a part of today's classroom.

9. All college instructors should be required to teach elementary or secondary school before teaching at college level--and return once every five years (Includes administrators, staff, etc.)

10. Orientation to teaching or career insight should begin at an early part of training before waiting until the four year program is completed.

11. Education courses should begin as early as the Freshman year.

12. Colleges require teacher trainee involvement in community affairs.

What needs to be changed in Vocational Teacher Education?

Place a committee of vocational educators and industrial leaders to serve on (re) certification approvals because of specialization and recency of vocational information (relevancy). Included in the group should be representation from ethnic groups and sponsoring agencies, and labor.

This group should study certification and make recommendations for approval of vocational educators.

How can contact with the community be maintained?

Bring teacher education to the teachers in vocational education.

Pre-service teaching, assigned community activity, i.e., job placement, home visits, youth groups,--all are important and must become a part of teacher requirements.

GROUP D

Area of Concentration During Small Group Discussion:
Objectives 6 & 7

1. Contact with disadvantaged early in teacher education program:
   Youth Panel
   Tutoring Disadvantaged
   Semester of observation in a disadvantaged school
   Assignment of teachers to teachers in disadvantaged areas where teachers are paid--teacher in school is given released time and also paid
   Volunteer work in disadvantaged areas
   Summer employment in disadvantaged areas
   Employment as teacher assistants in disadvantaged areas
   Playground work
   Utilization of job corps centers, etc.
   Work experience to include seminars
   Work with Urban League and other resource agencies that work with youth

2. Interpersonal relationships early in teacher training (Personal warmth, knowing parents and students as people)
   T-groups, Sensitivity training
   At teacher educators level--contact with youth
   Group or individual counseling
   Project involvement
   Foster parents--big brother--little brother, etc.
   Goal setting (Explorers, etc.)
   Retreats
   Role playing
   Creativity sessions
   Openness and flexibility
   Understanding of social organization

3. Selection and recruitment procedures for teacher education programs
   Use of tests in selections
   Background and previous experience
   Performance evaluation
   Counseling out of teacher education
   Knowledge of skills
   Reaction to disadvantaged students
   Tutoring at college entrance level
   Recruiting teachers into the area
   Recruiting in disadvantaged areas
   Recommendations of high school teacher

Teacher aides from disadvantaged areas
In-service scholarship (technical, etc.)
Industrial and cooperative programs
Industrial recruitment
Vocational interest inventories
Contact with military agencies
Vocational orientation and teacher preparation
Departments in colleges that are outside the department of education
Pass-Fail

4. Skills in relating instruction to people and build curriculum accordingly
(individualize instruction)
Advisory committee
In-service training
Individualized grades
Progressing at own speed and ability
Learning Activity Packets (LAPS)
Students set own objectives within the framework of course
Behavioral (performance) objectives--pre-service and in-service
Tutoring--students to students
Teacher aides
Use of community as a means of utilizing individualized instruction

5. Designing teacher education programs for people coming from industry
Allow college credit for practical experience
Master-teacher-supervisor-specialists
Coordination between state department of education and teacher training
Non-credit seminars
Revision of certifications requirements
Demonstration of methods of teaching

6. Teacher competency - the ability to do something well
(subject matter)
Exchange programs with industry (teacher going into industry)
College could give credit for training in other schools (General Motors, Vo-Tec School, etc.)
Provide experience in working in cooperative programs and in coordinating them
Evaluation of self employment of teacher
Contact with apprenticeship programs
Contact with union programs
Teach "how" and not so much "why"
Coordinating supportive programs

Evaluation Procedures

Two evaluation instruments were used as part of an effort to identify the degree of success or failure of the institute. The evaluation effort included the examination of the institute activities and also the evaluation of subsequent participant activities influenced by institute experiences.

The instrument used to enable the participants to evaluate the institute activities was administered on the final day of the institute. This instrument (Form 3) in the form presented to the participants is replicated in Appendix E.

The evaluation of subsequent participant activities influenced by institute experiences was administered six months following the completion of the institute. Participants were asked to indicate those specific activities they have been involved with as a result of the institute. See Appendix E for a copy of this follow-up instrument.

Results

In an effort to adequately evaluate the activities of the institute and the subsequent use of the institute output by the participants, two types of assessment were used, they include: (1) A post-institute evaluation (Form 3), which consisted of two parts and was administered during the last day of the institute (2) a six-months follow-up evaluation instrument which was sent to all institute participants, requesting responses pertaining to those subsequent activities that reflected their involvement in the institute. These evaluation instrument are discussed in detail in the remainder of this chapter and copies of the two forms used are presented in Appendix E.

Post-Institute Evaluation

The post-institute evaluation Form 3, found in Appendix E, was administered at the close of the Institute. Each participant was asked to anonymously register his opinion regarding the conduct of the institute and also to describe subsequent modifications in their present or future work as a result of their participation

in the institute. The following is a summary of the responses made by 48 participants. A tabulation of responses may be found in Table I and Chart I, II and III.

TABLE I

SUMMARY OF PARTICIPANT'S
EVALUATION OF INSTITUTE

N=48

Items from Questionnaire Relative to Participants Evaluation of Institute	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. The objectives of this institute were clear to me.	2	4	45	94	0	0	1	2	0	0
2. The objectives of this institute were not realistic.	1	2	1	2	4	8	21	44	21	44
3. The participants accepted the purposes of this institute.	3	6	36	75	6	13	3	6	0	0
4. The objectives of this institute were not the same as my objectives.	1	2	3	6	2	4	39	82	3	6
5. I have not learned anything new.	0	0	1	2	0	0	9	18	38	80
6. The material presented seemed valuable to me.	5	10	40	84	2	4	1	2	0	0
7. I could have learned as much by reading a book.	0	0	1	2	0	0	10	20	37	78
8. Possible solutions to my problems were not considered.	0	0	5	10	4	8	38	80	1	2

TABLE I, Cont.

SUMMARY OF PARTICIPANT'S
EVALUATION OF INSTITUTE

N=48

Items from Questionnaire Relative to Participants Evaluation of Institute	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
9, The information presented was to elementary.	0	0	1	2	3	6	37	78	7	14
10. The speakers really knew their subject.	9	18	33	70	4	8	2	4	0	0
11. I was stimulated to think about the topics presented.	9	18	38	80	0	0	1	2	0	0
12. We worked together well as a group.	23	47	22	47	2	4	1	2	0	0
13. The group discussions were excellent.	7	14	37	78	2	4	2	4	0	0
14. There was little time for informal conversation.	1	2	2	4	3	6	38	80	4	8
15. I had no opportunity to express my ideas.	1	2	0	0	1	2	37	78	9	18
16. I really felt a part of this group.	23	47	22	47	2	4	1	2	0	0
17. My time was well spent.	20	42	26	54	0	0	2	4	0	0
18. The Institute met my expectations.	4	8	39	82	1	2	3	6	1	2

TABLE I, Cont.

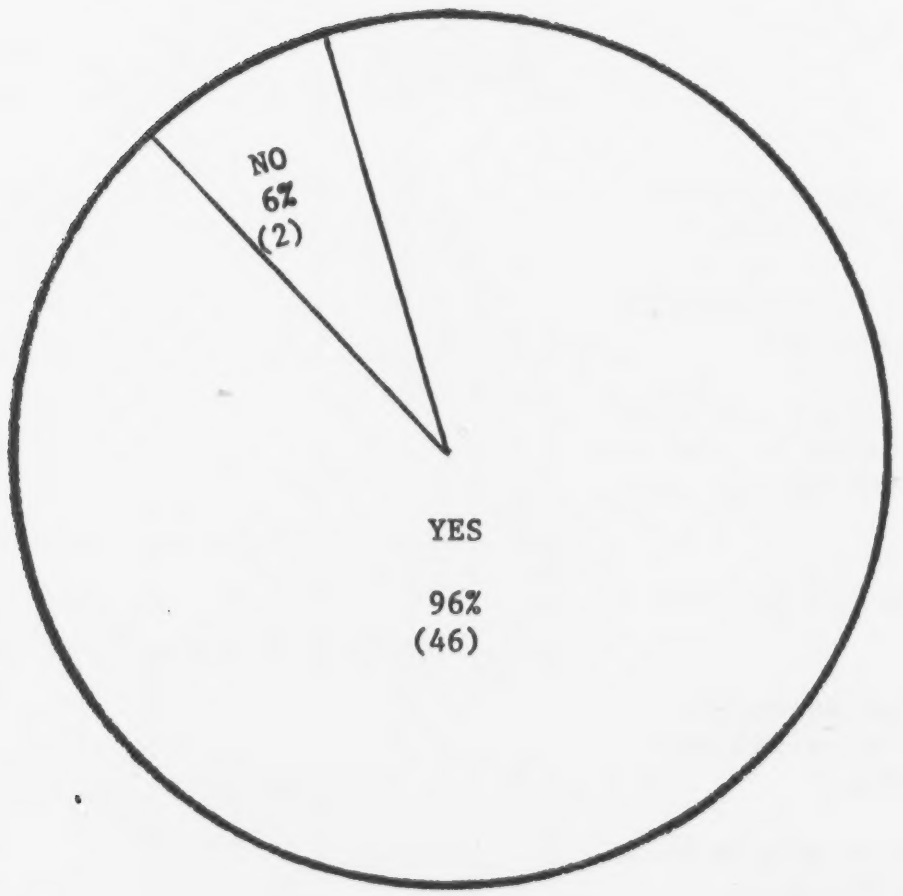
SUMMARY OF PARTICIPANT'S
EVALUATION OF INSTITUTE

N=48

Items from Questionnaire Relative to Participants Evaluation of Institute	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
19. Too much time was devoted to trivial matters.	1	2	4	8	0	0	37	78	6	12
20. The information presented was too advanced.	1	2	0	0	1	2	25	52	21	44
21. The content was not readily applicable to the important problems in this area.	2	4	2	4	3	6	34	71	7	15
22. Theory was not related to practice.	2	4	4	8	7	15	32	67	3	6
23. The printed materials that were provided were very helpful.	3	6	36	75	9	18	0	0	0	0
24. The schedule should have been more flexible.	0	0	2	4	2	4	41	86	3	6

CHART I

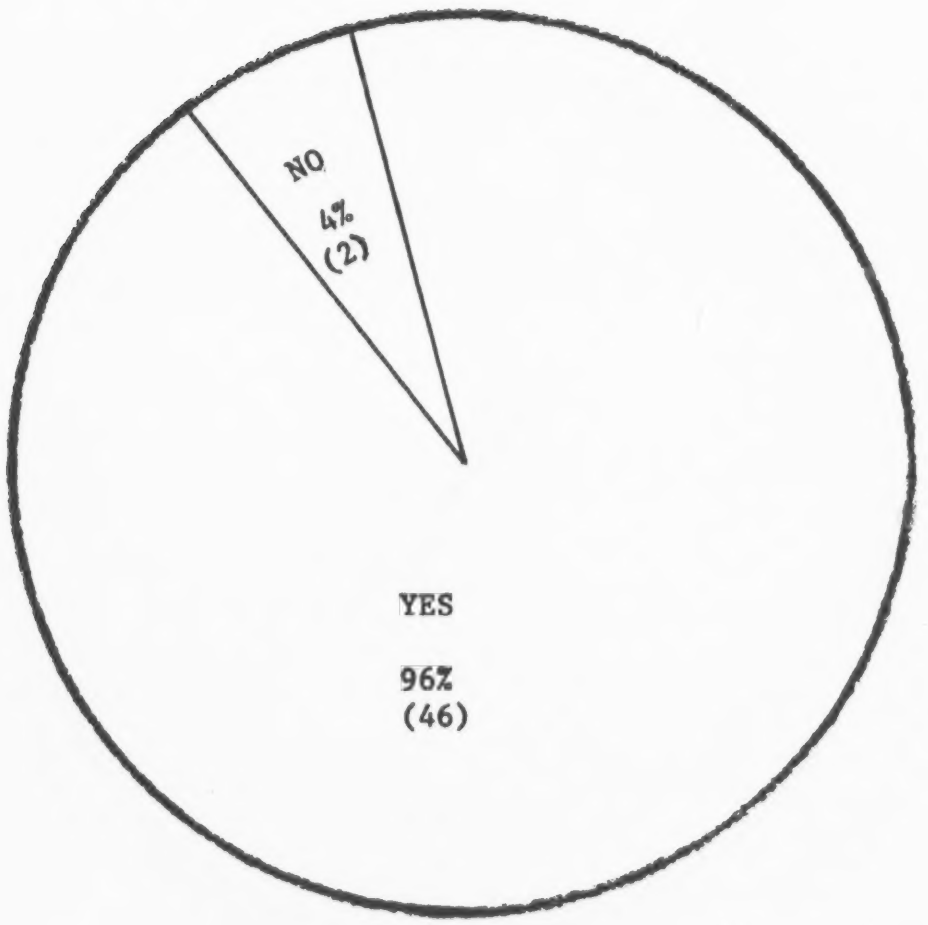
AS A RESULT OF PARTICIPATION IN THIS INSTITUTE, RESPONDENT INTENDS TO MODIFY PRESENT OR FUTURE WORK



N = 48

CHART II

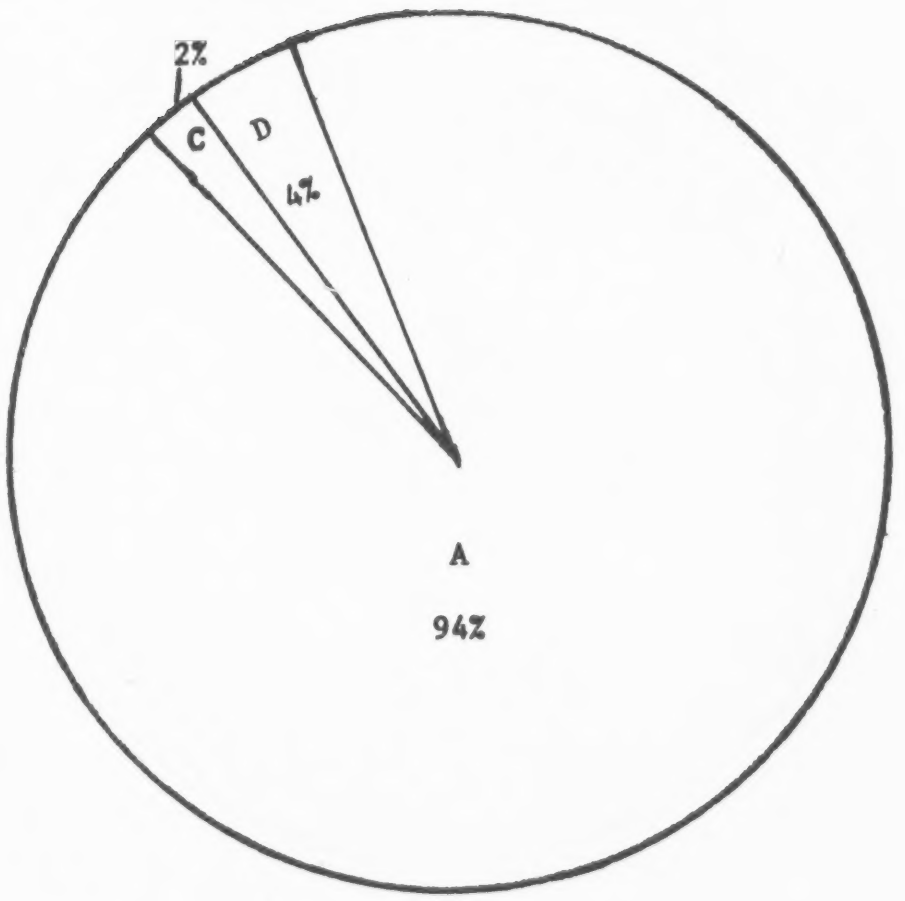
AS A RESULT OF CONTACTS IN THIS INSTITUTE, RESPONDENTS DECIDED TO SEEK SOME CONTINUING MEANS OF EXCHANGING INFORMATION



N = 48

CHART III

RESPONSE RELATIVE TO APPLYING FOR INSTITUTE IF PARTICIPANT HAD OPPORTUNITY TO DO SO AGAIN

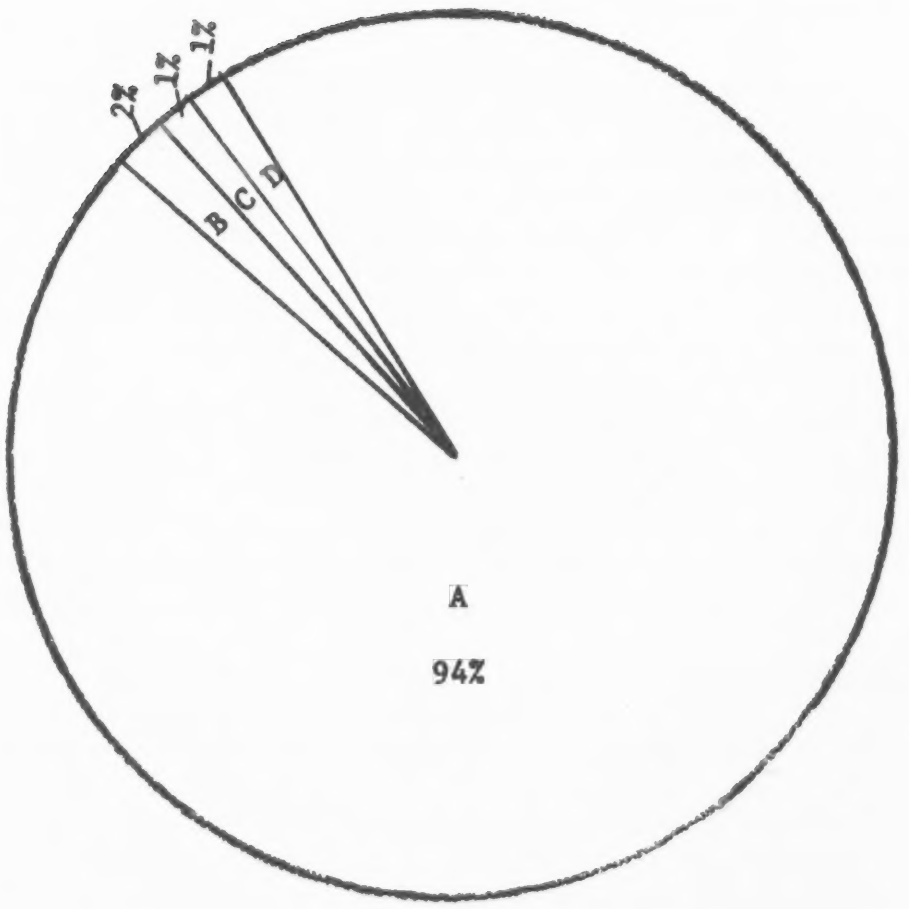


N=48

Item	Number
A - Yes	42
B - No	2
C - Uncertain	3
D - No Response	1

CHART IV

RESPONSE RELATIVE TO PARTICIPANT'S
RECOMMENDATION FOR OTHERS
TO TAKE PART IN AN INSTITUTE
OF THIS TYPE



N = 48

Item	Number
A - Yes	44
B - No	2
C - Uncertain	1
D - No Response	1

The participants were to respond to thirty-three questions, twenty-four of which required them to react using a five-point Likert type scale. Two questions asked for a yes or no and a written response if answered yes. Five questions required a short written response. The remaining two questions asked for a yes, no, or undecided response.

Ninety-six percent of the participants states that the objectives of the institute were clear to them and seventy-eight percent indicated they were realistic. Sixty-eight percent accepted the purposes of the institute, while twenty-one percent indicated that the objectives of the institute were not the same as theirs.

The participants apparently did feel that the institute experience was worthwhile. Eighty-one percent of the participants felt the institute met their expectations. Participants did indicate that possible solutions to their problems were considered as sixty-eight percent indicated agreement on this question, while less than twenty-five percent stated that the institute content was not readily applicable to the important problems in this area. Ninety-three percent felt their time was well spent.

With regard to the personal value of the institute, the majority felt they had gained significantly as a result of their attendance. More than 95% felt they had learned something new. Less than 4% of the participants indicated they could have learned as much by reading a book. The participants also felt that the materials were valuable to them as eighty-nine percent answered this question affirmatively.

A concern of the institute staff was whether the participants felt that the materials were appropriate and the presentors well qualified. Ninety-six percent indicated they were stimulated to think about the topics presented, while sixty-eight percent felt the printed materials that were provided were very helpful. More than seventy-five percent of the participants responded favorably to the question that asked if the speakers really knew their subject. Only four percent indicated that the information presented was too advanced.

Another real concern of the staff was whether the participants had the opportunity to profit from the group experience during the institute. Eighty-six percent did feel that the group discussions were excellent. The participants apparently really did feel a part of the institute as 89 percent indicated they really felt a part of the group and also that they worked together well as a group. Almost all of the participants felt they had an opportunity to express their ideas in the group as ninety-three percent indicated agreement with this question.

With regard to the schedule of the institute, fourteen percent felt that the schedule should have been more flexible. Seventy-eight percent indicated there was time for informal conversation, and only five percent felt that too much time was devoted to trivial matters.

The participants were asked whether as a result of their participation in this institute, they plan to modify either their present or future work. Ninety-three percent answered "yes" (Chart I). If the participant answered "yes", they were then asked to describe the nature of the most important of such modifications and the activities which would be affected. Following are selected responses from these participants who responded affirmatively:

1. "More student participation in developing the curricula and more individualized learning."

2. "Teacher inservice education will be aimed at human relations concepts."

3. "Try to get teachers into the community to let them obtain the 'feel' of the community."

4. "More attention paid to affective aspects of education for disadvantaged youth."

5. "Observe more closely the vocational implications of all high school courses."

6. "Closer interaction with teachers and teacher trainers with reference to student needs."

7. "I intend to direct more effort in helping the teachers who work with inter-city youth."

8. "Home visits to see first hand the problems that keep students away from school."

9. "To plan inservice programs for teachers with the objective of developing increased sensitive to the youth in our urban schools."

10. "Develop a more realistic approach to curriculum materials for low-income secondary students."

The participants were asked that as a result of their contacts with the other participants and the consultants at this institute, have they decided to seek some continuing means of exchanging information with them, i.e., to establish some continuing relation with a participant

(s) and/or consultant (s), for the purpose of information exchange. Ninety-six percent indicated they would (Chart II). Those who responded "yes" were then asked what types of information could the consultants or the participants contribute that would be helpful in their work. A summary of these responses follow:

1. Obtaining materials that will make contributions to the improvement of teacher training programs.

2. Securing information about location of specific curriculum related resource materials.

3. Descriptions of successful programs and projects which may be used for developing information retrieval system.

4. Use participants and consultants for the promotion and implementation of a realistic community inservice program.

5. Exchange of information relative to community involvement field experiences.

6. Distribute information about practical ideas and methods used by classroom teachers in the urban centers.

7. Exchange information on culture and values of minority groups in the school setting as experienced by institute participants.

8. Descriptions of materials and methods used in implementing work-study programs.

9. Gain additional information regarding research done in developing teacher training programs that are concerned about disadvantaged youth.

Participants were asked to respond briefly to five questions that were concerned with identifying the strengths and weaknesses of the institute. A summary of the responses to each of the questions follow:

Satisfactorily attained - 53%
Partially attained - 36%
No comment - 11%

To what extent were the objectives of this institute attained? Selected comments:

1. Objectives of the institute were fully attained.

2. Mutual problems of the participants were identified.

3. I believe we accomplished the objectives of the institute.

4. From my point of view, as well as an institute could expect.

5. Met all expectations, on a scale of 1 to 10 would rate it 9 1/2.

6. To a quite meaningful, implemental degree.

7. I personally feel that the institute met my expectations.

8. Apart from the stated objective of reviewing materials used by teacher of the disadvantaged, the objectives were successfully attained.

9. The first four objectives were pretty well covered, the last three could have been more productively dealt with.

10. We had ample time for interchange of ideas and information but I'm afraid the objectives were not satisfied well enough.

In your opinion, what were the major strengths of this institute?
Summary of comments:

1. An opportunity to explore the culture, attitudes, etc. of the minority population.

2. Developing sensitivity, concern and understanding of disadvantaged students,

3. Small group sessions and exchange of specific program information at informal sessions.

4. The fact that the participants were able to see themselves as teachers from the viewpoint of the disadvantaged and accepted the challenge to change this image.

5. The willingness to examine problems and causes of problems-making recommendations to force or instigate changes in attitude toward teacher training and inservice training in working with "disadvantaged" youth in urban areas.

6. It made me conscious of the minority group and their problems.

7. Identifying innovations which were practical and usable in teacher education.

8. Excellent speakers and consultants, well planned and structured.

9. Interrelating with consultants and participants.

10. The outstanding consultants, the excellent structure of the workshop, and the pleasant personality and helpful attitude of the staff.

In your opinion, what were the major weaknesses of this institute? Summary of comments:

1. Possibly an over-emphasis on the minority problems.

2. More discussion time with the consultants.

3. Not structured quite enough.

4. None really--a few very dull presentors.

5. Truthfully--no major weaknesses.

6. Little relationship to printed objectives.

7. Not enough small group time.

8. Not enough time allotted to reviewing methods and materials, recommended changes in teacher education and certification.

9. Too much time spent on generalities; not enough time spent developing specifics.

10. Some participants did not voice their opinions to the entire group.

If you were asked to conduct an institute similar to this one, what would you do differently from what was done in the institute? Summary of comments:

1. Bring in instructors who are associated with the disadvantaged daily.

2. Spend more time with resource people to update and make changes in our rigid teacher education institutions.

3. Fewer speakers and more small group time.

4. Require two participants from an institution so that on return there would be realistic reinformcement, action and support.

5. If possible conduct program on the site of successful programs in action.

6. Spend more time examining workable and successful practices and innovations for possible use in one's own system.

7. More interaction with the excellent consultants in small groups.

8. I think the institute was well-organized and perhaps I would follow the same format but with different participants.

Additional comments about institute:

1. Very well done, beautiful place to have one.

2. I feel that the institute was a valuable experience.

3. The interaction, ideas, and information provided whole new vistas of thought for me.

4. A great staff and a tremendous array of qualified speakers who were "in tune" with the times.

5. The institute was very good.

6. I feel that personally, I have developed greater sensitivity to the culture and values of the urban youth.

7. Lively, informal, helpful, and inspiring.

8. Have appreciated the friendly attitude of the staff, thanks for your interest in us.

9. I especially appreciate the efforts of those responsible who worked so hard to give us the best resource people available.

The last two questions on Evaluation Form 3 requested the participants to respond "yes", "no", or "uncertain" regarding whether they would apply for this institute which they just completed if they had it all to do over again (Chart III) and if an institute such as this is ever held again would you recommend to others like you that they attend. (Chart IV) In answer to these evaluative questions, only two participants responded "no" to both statements.

Institute
Follow-up

Six months after the completion of Institute VII, the institute director sent to all participants a brief follow-up evaluation questionnaire. The purpose of the instrument was to determine how the participants had modified or expanded their work responsibilities and activities since the institute. The evaluation form as tabulated may be found in Table II.

TABLE II

SUMMARY OF PARTICIPANT'S
POST-INSTITUTE EVALUATION
OF INSTITUTE NO. VII

N = 39

Items form Questionnaire Relative to Participants Post-Institute Evaluation of Institute No. VII July 6-17, 1970 Fort Collins, Colorado	YES		NO		NO ANSWER	
	Number	Percent	Number	Percent	Number	Percent
1. Have re-evaluated present vocational programs.	28	72	9	23	2	5
2. Have made changes in present vocational programs	22	56	15	39	2	5
3. Have explained new concepts to vocational teachers in the school district, institution or state that I represent.	26	67	11	28	2	5
4. Have constructed new curricula.	19	49	18	46	2	5
5. Have helped others construct new curricula.	23	59	14	36	2	5
6. Have planned new instructional programs.	24	62	13	33	2	5
7. Have written courses of study.	13	33	24	62	2	5
8. Have written proposals for vocational programs.	16	41	21	54	2	5

TABLE II, Cont.

SUMMARY OF PARTICIPANT'S
POST-INSTITUTE EVALUATION
OF INSTITUTE NO. VII

N = 39

Items from Questionnaire Relative to Participants Post-Institute Evaluation of Institute No. VII July 6-17, 1971 Fort Collins, Colorado	YES		NO		NO ANSWER	
	Number	Percent	Number	Percent	Number	Percent
9. Have written articles or other materials.	9	23	28	74	2	5
10. Have initiated exemplary programs.	16	41	21	54	2	5
11. Have been working more closely with various segments of the community such as business, industry, and/or agriculture.	25	65	12	31	2	5
12. Have given talks on vocational education.	21	54	16	41	2	5
13. Have been working more effectively with other educators.	30	77	7	19	2	5
14. Have been constantly using some of the information presented at the institute.	28	74	9	23	2	5
15. Have definitely learned new concepts which have been valuable to me.	33	85	4	10	2	5
16. Have referred to and used the printed materials that were provided at the institute.	29	74	8	21	2	5

TABLE II, Cont.

SUMMARY OF PARTICIPANT'S
POST-INSTITUTE EVALUATION
OF INSTITUTE NO. VII

N = 39

Items from Questionnaire Relative to Participants Post-Institute Evaluation of Institute No. VII July 6-17, 1970 Fort Collins, Colorado	YES		NO		NO ANSWER	
	Number	Percent	Number	Percent	Number	Percent
17. Have become more aware of the vocational needs of the disadvantaged.	37	95	0	0	2	5
18. Have developed specific programs for the needs of the disadvantaged.	21	54	16	41	2	5
19. Have modified some of my present or planned activities in vocational education.	29	74	8	21	2	5
20. Have kept in contact with some of the participants and/or consultants I met during the institute.	21	54	16	41	2	5

Two participants returned their evaluation form but chose not to respond due to having to leave the institute early.

Because of the information gained at the institute, seventy-two percent of the respondents have re-evaluated present vocational programs, and more than fifty percent have made changes in present vocational programs.

The majority of the respondents have constructed new curricula or helped others construct new curricula. More than sixty percent have planned new, instructional programs as a result of the information gained at the institute.

The majority of the respondents have been working more closely with various segments of the community such as business, industry, and/or agriculture and have given talks on vocational education. As a result of the information gained at the institute, seventy-seven percent of the respondents indicated they have been working more effectively with other educators. The majority stated they have definitely learned new concepts that were valuable to them and have referred to and used the printed materials and other information presented at the institute. Almost all of the respondents have become more aware of the vocational needs of the disadvantaged and more than fifty percent indicated they have developed specific programs for the needs of the disadvantaged. Seventy-four percent have modified some of their present planned activities in vocational education as a result of the institute. The majority of the respondents stated that they have kept in contact with some of the participants and/or consultants they met during the institute.

The follow-up instrument also included an open-end question that asked the respondents to describe, in addition to those previously identified, other specific things they have done as a direct result of having participated in the institute. Some of the responses and comments that were made by the participants follow:

> "Developed the first vocational education program in a junior high in the greater Seattle Area (to my knowledge). This class is offered five days a week, one hour per day to one hundred and ninety eighth grade students. It is team taught, without a text, is required, no grades (no failures)."

* * * *

> "We are working on a pre K-14 program of occupational orientation and education."

* * * *

> "Written proposal to develop undergraduate teacher education program to include preparation to work with disadvantaged. Project Funded."

"Non-shop activities such as group discussions on various subjects brought in by the students as a part of being aware of the things that are happening in the field of industry, world and national affairs, and in their own communities."

* * * *

"Trying to minimize the educational waste of manpower and funds on methods and procedures which obviously have failed but continue to be encrusted in the education institution."

"I am working with the district committee on planning a program from K-12 grade and guidance will play a significant role in orienting children to the world of work."

* * * *

"We did start group planning and counseling sessions during which we deal with choice of training, attendance problems, etc."

* * * *

"Held a city wide meeting of Vocational-Industrial Education Teachers and discussed some of the major issues covered at Colorado State University. It is too early to evaluate the results of this meeting."

* * * *

"Upon returning home from the Institute, I immediately rewrote several segments of the pre-vocational project for junior high school boys with special needs. The curriculum for the campanion program for girls has become more realistic..."

* * * *

"Have initiated vocational guidance in the sixth grade."

* * * *

"Wrote course of study for metals cluster and have it in operation for 2nd semester of 1970-71 school year."

* * * *

"Initiated a stenographic vocational cluster using coop-work experience."

* * * *

"Formed vocational coordinating committee with five school districts to work on vocational programs for the disadvantaged."

Conclusions and Recommendations

This institute provided participants an opportunity to analyze problems and concerns and to explore possible innovations which may promote needed changes in teacher education. The following statements represent some of the major conclusions advanced at the close of the workshop.

Conclusions:

1. Participants felt that the group discussions stimulated by the institute activities helped then to understand the problems and see alternatives better than they could have achieved working alone.

2. Participants represented a broad geographic area and a variety of vocational positions which provided breadth of opinions based on experiences.

3. Evaluation results provided evidence that participants were generally very pleased with their experiences in this institute.

4. Participants expressed their desire and intentions to implement ideas received from this institute experiences.

Recommendations:

Resulting from the experiences of the institute the following recommendations are offered:

1. More institutes such as this should be sponsored to develop alternative solutions to pressing problems.

2. Utilize teams of vocational educators from a local area as participants in an institute in order maximize the implementation possibilities when the participants get back home.

3. Provide for the immediate dissemination of speeches and materials resulting from the institute to participants and other interested individuals.

4. Follow-up institutes should be conducted related to this problem of updating teacher education in order that continued progress may be made toward achieving this goal.

APPENDIX A

Institute VII

Updating the Process and Content of Teacher Education Curriculum to Reach Disadvantaged Youth in Metropolitan Areas

Schedule of Events

Dr. Mary Helen Haas, Director — Mrs. Marcile Wood, Co-Director

General Session will meet daily in 230, Student Center

First Week

Monday, July 6, 1970

9:00 a.m.	Welcome to C.S.U.	Dr. Duane Blake Dean Daniel Ogden
9:30 a.m.	Knowing the Culture of Disadvantaged Urban Youth	Seantor George Brown
11:00 a.m.	Reaction Panel	Mr. James Wilson Mr. Joe Walker Mr. Gilbert Carbajol
1:00 p.m.	Cultural Values and Education	Dr. Penfield Tate
3:00 p.m.	Organization of work groups and sharing of pre-institute interviews and observations	

Tuesday, July 7, 1970

9:00 a.m.	Profiles of Urban Youth in Action and Youth Viewpoints	Mr. Bernard Valdez Mrs. Coleen Brown Mr. Sam Burns Mr. Jerry Soliz Mr. James Oliver Selected Denver Youth
1:00 p.m.	Organization of planned metropolitan area experiences	

Wednesday, July 8, 1970

7:30 a.m.	Leave Ft. Collins for Denver	

All participants provided a variety of observation and awareness experiences in Denver metropolitan community. Lunch and dinner will be a planned observation experience in inner city areas.

5:30 p.m.	Dinner--United Way Auditorium Entire Group	Mr. Bernard Valdez Mr. Sam Burns (Discussion leaders)
9:00 p.m.	Leave Denver for Ft. Collins	

Thursday, July 9, 1970

9:00 a.m.	Sharing of previous days experiences and implications for teacher education	Small groups
11:00 a.m.	Values and Today's Youth	Dr. Walter Thomas
1:00 p.m.	Creating conditions for learning for non-advantaged Youth	Mr. M.C. Davis
	Social Evening	Haas Residence

Friday, July 10, 1970

9:00 a.m.	Adapting Curriculum to Real Needs of Youth	Mrs. Helaine Dawson
10:30 a.m.	Panel discussion of different innovative approaches to curriculum	
1:00 p.m.	Strengthening Morale in Teachers for Disadvantaged Youth	Mrs. Helaine Dawson
2:30 p.m.	Summary and review of week Plans for following week	

Sunday, July 12, 1970

6:30 p.m.	Dinner	Outdoor Patio	Student Center

Second Week

Monday, July 13, 1970

9:00 a.m.	Developing Alternative Strategies for Working with Urban Youth	Dr. Norman Johnson
10:30 a.m.	Work session	Small groups

1:00 p.m.	Contributions of an Interdisciplinary Approach to Vocational Teacher Education	Dr. Robert Darcy Dr. Norman Johnson Dr. Leo Cefkin
	Tuesday, July 14, 1970	
9:00 a.m.	Teachers for the Real World	Dr. Howard Higman
10:30 a.m.	Discussion of Implications for Teacher Education	Small groups
1:00 p.m.	Innovations in Teacher Education Programs	Dr. Sam Wiggins
	Wednesday, July 15, 1970	
9:00 a.m.	What We Can Learn From the Teacher Corps	Dr. Ronald Corwin
10:30 a.m.	Organizational Change--How to Achieve It?	Dr. J. Eugene Haas Dr. Norman Johnson Dr. Ronald Corwin
6:00 p.m.	Banquet in East Ballroom	Dr. Robert Allen
	Thursday, July 16, 1970	
9:00 a.m.	The Flexible and Fixed in Teacher Certification and Accreditation	Dr. Hazlett Wubben Dr. Otto G. Ruff
11:00 a.m.	Group Discussion	
1:00 p.m.	What Needs to be Changed in Vocational Teacher Education? How Can Contact with the Community be Maintained?	Small groups
	Friday, July 17, 1970	
9:00 a.m.	Developing Change Agents in Vocational Teacher Education	Dr. Floyd Shoemaker
10:30 a.m.	Changes in Vocational Teachers Education We Hope to Achieve	
12:00 Noon	Institute Dismissal	

APPENDIX B

Advance assignment (for the first day's session)

I. Please collect information about one (or more) programs for disadvantaged youth in the metropolitan community where you live. (Preferably a program in which you are not involved)

   A. Note details that you feel would be important for teacher educators in your area to know about the program. Include:

      1. Title of program
      2. Name of person you contact
      3. Connected with what school or out-of-school organization

   B. Give a brief description of size, purpose, etc., (Attach printed information if this is available.)

II. Then we would like for you to arrange to interview <u>at least one young person in this program</u>. Make notes immediately after" your interview to bring along with you.

   A. Give a brief description of the young person.

   B. Note relevant information you learn about these points: (Use "actual words" or observed responses as much as possible.)

      1. What does he (she) believe are own strong points?
      2. What are his (her) big fears or "hangups"?
      3. Who does he (she) seem to trust or rely on?
      4. What parental, peer support did you learn about?
      5. What kinds of experiences does he (she) like best?
      6. Where does he (she) feel most comfortable?
      7. What activities most interested in?
      8. Best school-related experience? Worst?
      9. What does he (she) perceive as possible for own education?
      10. Do the young persons ideas about this program "fit" what you learned about the purpose, etc.?

APPENDIX C

Our trip to Denver was frightening, enlightening, and challenging.

Our guide-students were two very "revolutionary" oriented students. Their well memorized talks and the apparent fear and awe they had for "Corky" frightened me.

It was an enlightening experience in very many ways. We discovered many of the things they told us the preceding day simply were not true. The unusual thing was that they were so anxious to show us.

1. "Our beautiful new swimming pool" (versus "a lousy dirty poolfull of glass).

2. "The activity center they built for us in 1966" (versus "Denver doesn't do anything for the Chicano kids") This was a bustling place...music, art, crafts, etc.

3. "Our school--really a good one" (versus "a lousy school with no good teachers")

They clearly showed they were really proud of the things that had been done for them (and appreciative).

I personally felt the Gonzales movement was using (pitifully) the youth to build his own power structure.

It was a challenge to us to provide opportunities for these youngsters to develop pride and identity. "Corky" gave me a challenge.

* * * * *

My experience of visiting with and talking to a teenage black female student, who was transferred to an all-white school, revealed these things to me: 1) The black students found some of the white students and teachers were hostile and expressed their feelings toward them in derogatory manners.

2) They found that some teachers would not devote any individual time with them (the blacks) and did so with others.

3) That some white teachers emphasized the sub-par standards of their (the blacks) living conditions, previous schooling in all black schools, in derogatory expressions.

4) That some white teachers expressed their reluctancy to teach someone (the black) when they were "forced" to do so.

This sort of an experience to me, indicates a change in the teacher-training program that will enable the teacher regardless of his ethnic background, to develop a great amount of sensitivity to the culture, values and needs of <u>each</u> student regardless of that student's ethnic background. And that changes in teacher education and certification requirements be updated to meet the needs of <u>all</u> urban youth.

* * * * *

My understanding was greatly increased by visiting a Chicano family and spending the afternoon with a Chicano boy. I'm sure any teacher could more fully work with his students if he knew what they did out of school, what kind of home life, and who his ideals or leaders were. I would recommend a similar experience or even more of the same for <u>all</u> teachers.

* * * * *

The Chicano people have a wonderful culture and we noticed clean homes, (our guide's home) and clean speech and the sparkling, interesting personality of the mother and our guide. The parents are saving for his college education--a little at a time but it is <u>still</u> <u>there</u> the guide insisted. The food we ate was authentic Spanish-Mexican. The music we listened to during the day and at night was beautiful. It would be very easy for me to become even more enamored with this great culture. Needless to say, I have because of our visit much more respect, understanding, and interest in their lives. Teachers must begin at once to study the cultures of the students, to which they are assigned. In this way they can reach their students and begin to influence and mold their lives and give them positive direction when its needed.

* * * * *

Visit to Chicano neighborhood and comparison with other areas of Denver indicated the following:

Housing was very poor even when compared with Black areas.

High rent and high taxes.

Poorly planned parks and play areas for children. Not kept up.

School yards not maintained and watered in Chicano area whereas they are in other areas.

Every high school except East and West have swimming pools.

Lack of attractive shopping areas.

Discussion with youth indicated much lack of understanding and acceptance by Anglo culture. Felt a terrific need for instructors who could and would work with kids of all cultures and understand their needs. Youth found it difficult to get any response from most agencies. Much evidence of discrimination and oppression of the Chicano culture.

* * * *

I spent the day In Denver with three very beautiful Mexican-American youth. They were warm and friendly to us. They tried to make us feel comfortable in as many ways as they could. Being a black person, I didn't know much about the Mexican American culture, but I could identify with them because they too are a minority race of people. I found that the Mexican-American have made great contributions to make America what it is today, yet they too have been denied the right to be considered as a first class citizen. I visited their recreation centers, their parks and swimming pools, schools, and residential areas. I visited their bookmobile and listened to their music, I even ate some of their food for the first time. I visited their cultural center where I saw beautiful works of arts, classes in Mexican-American dancing, and many other activities where adults were teaching the children about their culture and that Brown is Beautiful. I thought so too. I'm glad that I did not go to the Black Community because I already know about their culture, and injustices. But here I was made to realize that here are another group of human beings who were suffering some of the same injustices that I have known all of my life. I became acutely aware that I have a responsibility to learn and become involved in helping my fellow man gain the same rights and privileges that I want for myself. They gave me a list of books to read about their people. They told us about their heroes, their teachers, their music, their dances, their life styles. You know what? I found that they have the same feelings, joys, sorrows, injustices, hangups, heroes, likes and dislikes, dreams and aspirations that my people have. The things that impressed me themost was what these very bright kids siad, as we noticed the differences in their neighborhoods and schools. Their only comment was: "We don't ask for schools, and neighborhoods, like their's (whites) but why can't they clean up, paint up, and fix up ours." This made me know that I too have a lot of soul searching to do.

God help me to get on with it.

* * * *

While touring (walking thru) the bazaar with Chicano youth (our guides and hosts for the day) I couldn't help but observe that the youngsters completely disregarded the red (stop) lights. They proceeded across intersections against the red light routinely irrespective of the apparent danger. (Cars traveling at a high rate of speed.)

Implications for youth: do not upset laws for rules and regulations; especially if they are considered to be orders. Youth must be realistically nonviolent in devising rules and regulations if they are to be honored by youth.

APPENDIX D

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Colorado State University
July 6-17, 1970

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APPENDIX E

FORM 3

NOTE: Please Do Not Sign Your Name

Key: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree) SD (Strongly Disagree)

1.	The objectives of this institute were clear to me.	SA	A	?	D	SD
2.	The objectives of this institute were not realistic.	SA	A	?	D	SD
3.	The participants accepted the purposes of this institute.	SA	A	?	D	SD
4.	The objectives of this institute were not the same as my objectives.	SA	A	?	D	SD
5.	I have not learned anything new.	SA	A	?	D	SD
6.	The material presented seemed valuable to me.	SA	A	?	D	SD
7.	I could have learned as much by reading a book.	SA	A	?	D	SD
8.	Possible solutions to my problems were not considered.	SA	A	?	D	SD
9.	The information presented was too elementary.	SA	A	?	D	SD
10.	The speakers really knew their subject.	SA	A	?	D	SD
11.	I was stimulated to think about the topics presented.	SA	A	?	D	SD
12.	We worked together well as a group.	SA	A	?	D	SD
13.	The group discussions were excellent.	SA	A	?	D	SD
14.	There was little time for informal conversation.	SA	A	?	D	SD
15.	I had no opportunity to express my ideas.	SA	A	?	D	SD
16.	I really felt a part of this group.	SA	A	?	D	SD
17.	My time was well spent.	SA	A	?	D	SD
18.	The institute met my expectations.	SA	A	?	D	SD
19.	Too much time was devoted to trivial matters.	SA	A	?	D	SD
20.	The information presented was too advanced.	SA	A	?	D	SD
21.	The content was not readily applicable to the important problems in this area.	SA	A	?	D	SD

22. Theory was not related to practice. SA A ? D SD

23. The printed materials that were provided were very helpful. SA A ? D SD

24. The schedule should have been more flexible. SA A ? D SD

25. As a result of your participation in this institute, do you plan to modify either your present or future work? YES_____ NO_____

If YES, please describe the nature of the most important of such modifications and the activities which will be affected.

_____

_____

_____

26. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant(s) and/or consultant(s), for the purpose of information exchange?

YES_____ NO_____

If YES, what types of information can the consultant or participant contribute that would be helpful to your work?

_____

_____

_____

27. To what extent were the objectives of this institute attained? _____

_____

_____

_____

28. In your opinion, what were the major strengths of this institute _____

_____

_____

_____

29. In your opinion, what were the major weaknesses of this institute? _____

_____

_____

_____

30. If you were asked to conduct an institute similar to this one, what would you do differently from what was done in this institute? _____

_____

_____

31. Additional comments about institute. _____

_____

_____

_____

_____

32. If you had it to do over again would you apply for this institute which you have just completed? YES_____ NO_____ UNCERTAIN_____

33. If an institute such as this is held again would you recommend to others like you that they attend? YES_____ NO_____ UNCERTAIN_____

TO: Institute VII Participants

FROM: Mary Helen Haas

SUBJECT: Post-Institute Evaluation

REMARKS:

We are in the process of duplicating all of the presentations and transcriptions of the taped presentations at Institute VII. A summary of these materials will be sent to each of you.

We greatly appreciate the information which many of you sent following ht e Institute. This information gave us a picture of how you are using the help that you received from the Institute. Now we are asking you to take a few more minutes and respond to the enclosed form. The responses will be summarized and included in the final report. Your responses will be treated confidentially.

Please return this evaluation form as soon as possible.

Thank you, again, for participating in Institute VII, Updating the Process and Content of Teacher Education Curriculum to Reach Disadvantaged Youth In Metropolitan Areas.

Sincerely,

Mary Helen Haas
Director
Institute VII

MHH/jm
Enclosure

Present Date_____ Sex_____ Date of Birth_____

Name_____

Position_____

Because of information gained at the institute, I: (Please check correct response):	YES	NO
1. Have re-evaluated present vocational programs	___	___
2. Have made changes in present vocational programs.	___	___
3. Have explained new concepts to vocational teachers in the school district, institution, or state that I represent.	___	___
4. Have constructed new curricula.	___	___
5. Have helped others construct new curricula.	___	___
6. Have planned new instructional programs.	___	___
7. Have written courses of study.	___	___
8. Have written proposals for vocational programs.	___	___
9. Have written articles or other materials.	___	___
10. Have initiated exemplary programs.	___	___
11. Have been working more closely with various segments of the community such as business, industry, and/or agriculture.	___	___
12. Have given talks on vocational education.	___	___
13. Have been working more effectively with other educators.	___	___
14. Have been constantly using some of the information presented at the institute.	___	___
15. Have definitely learned new concepts which have been valuable to me.	___	___
16. Have referred to and used the printed materials that were provided at the institute.	___	___
17. Have become more aware of the vocational needs of the disadvantaged.	___	___
18. Have developed specific programs for the needs of the disadvantaged.	___	___

		YES	NO
19.	Have modified some of my present or planned activities in vocational education.	___	___
20.	Have kept in contact with some of the participants and/or consultants I met during the institute.	___	___

In addition to the above, please describe those specific things that you have done as a direct result of having participated in the Institute and briefly describe the changes in Vocational Education that resulted (use additional pages as needed):